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ABSTRACT

One of the most important vehicles for promoting the concerns of the "girl child" and the elimination of gender bias is through education, and since programs in population education are being funded all over the world, population education is a suitable and effective medium for integrating messages on the girl child. This two-volume publication deals with population education and gender issues. Volume 2 offers a practical handbook which gives the guidelines or procedures on how to integrate girl child issues into population education, both in curriculum and teacher training, giving a matrix of entry points in population education into which girl child topics could be integrated or incorporated. It also carries an array of actual lessons and teaching/learning materials compiled from various sources which offer the users ready-made instructional materials that can be immediately used in classroom teaching, instructional materials development, or teacher training. Objectives of this two-volume publication are to: (1) increase awareness of how population educators can contribute to the elimination of stereotyping and discrimination of the girl child and promote appreciation of the value of the girl child; (2) develop skills or ways and means of integrating messages on girl child issues, into population education programs, both in school and out of school; (3) obtain a quick source of exemplary strategies and curriculum/training materials for introducing messages about girl child through the vehicle of population education; and (4) provide the educators with an overall view of the literature that exists on the subject of girl child. (BT)

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Integrating Girl Child Issues into Population Education

Strategies and Sample Curriculum and Instructional Materials

Volume 2

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UNESCO PROAP Regional Clearing House
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United Nations Population Fund

Bangkok, 1997

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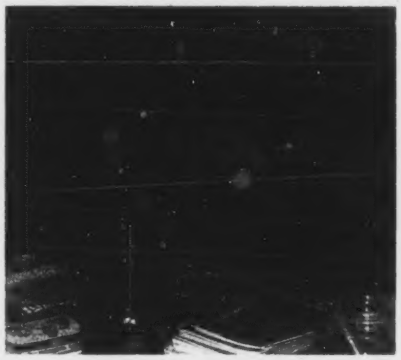
INTEGRATING GIRL CHILD ISSUES INTO POPULATION EDUCATION



Strategies and Sample Curriculum and Instructional Materials

VOLUME TWO

UNESCO PROAP Regional Clearing House on Population Education and Communication

United Nations Population Fund

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PREFACE

The girl child has emerged as an important priority interest group addressed in the Cairo ICPD Programme Plan of Action. According to the Report of the Cairo Meeting,

"Since in all societies discrimination on the basis of sex often starts at the earliest stages of life, greater equality for the girl child is necessary first step in ensuring that women realize their full potential and become equal partners in development. In a number of countries, the practice of prenatal sex selection, higher rates of mortality among very young girls, and lower rates of school enrolment for girls as compared with boys, suggest that "son preference" is curtailing the access of girl children to food, education and health care. This is often compounded by the increasing use of technologies to determine foetal sex, resulting in abortion of female foetuses. Investments made in the girl child's health, nutrition and education, from infancy through adolescence are critical."

The UNFPA objectives in reaching the girl child with appropriate programmes and activities are:

1. To eliminate all forms of discrimination against the girl child and the root causes of son preference, which results in harmful and unethical practices regarding female infanticide and prenatal sex selection;

2. To increase public awareness of the value of the girl child, and concurrently, to strengthen the girl child's self-image, self-esteem and status;

3. To improve the welfare of the girl child, especially in regard to health, nutrition, and education.

The actions called for by UNFPA to redress the discrimination of the girl-child include: i) promoting equal treatment of girls and boys with respect to nutrition, health care, education and social, economic and political activity, as well as equitable inheritance rights; ii) access by girls and women to secondary and higher levels of education as well as vocational education and technical training; iii) eliminations of sex stereotypes in all types of communication, educational and media meaterials that undermine girls' self-esteem; iv) eliminating gender bias in educational curricula; v) enforcing laws to ensure that marriage is entered only with free and full consent of the intending spouses and raising the minimum age at marriage; vi) promoting the adoption of policies that encourage women's full participation in the development of societies, not only for their role as child-bearers and caretakers; vii) elimination of sex or son preference; viii) prohibition of female genital mutilation, infanticide, trafficking in girl children, etc.

One of the most important vehicles for promoting the concerns of the girl child and the elimination of gender bias is through education. Since UNFPA is funding programmes of population education all over the world, this subject area which is taught in both school and out-of-school sectors, can serve as suitable and effective medium for integrating messages on girl child.

Objectives

Considering the above-cited objectives of the Cairo Meeting and UNFPA, the Regional Clearing House on Population Education has embarked on repackaging of information and materials related to education of girl child with the hope of contributing towards the achievement of these objectives.

There are now a growing number of materials dealing with the issues of girl child. They need to be synthesized, processed, consolidated and repackaged to bring them to the attention of the population educators, policy-makers and administrators, curriculum developers, trainers, teachers, and students. With the assistance of Ms. Sunanda Krishnamurty, consultant and main author, and Ms. Carmelita L Villanueva, Adviser on Population Information from CST for East and South-East Asia, this repackaging effort resulted in two volumes.

The first volume focuses on the status of the girl child in terms of education, nutrition and health care, marriage and family life, harmful cultural practices, values and traditions, child labour, prostitution, sexual abuse and HIV/AIDS. It also suggests strategies to promote female education, examining first the barriers to girls' education; then goes on to convince the readers of the benefits of educating girls.

Volume Two offers the more practical handbook which gives the guidelines or procedures on how to integrate girl child issues into population education, both in curriculum and teacher training, giving a matrix of entry points in population education into which girl child topics could be integrated or incorporated. Finally, the second volume also carries an array of actual lessons and teaching/learning materials compiled from various sources which offer the users ready-made instructional materials that can be immediately used in classroom teaching, instructional materials development or teacher training.

The objectives of the two volumes in Integrating Girl Child Issues into Population Education are:

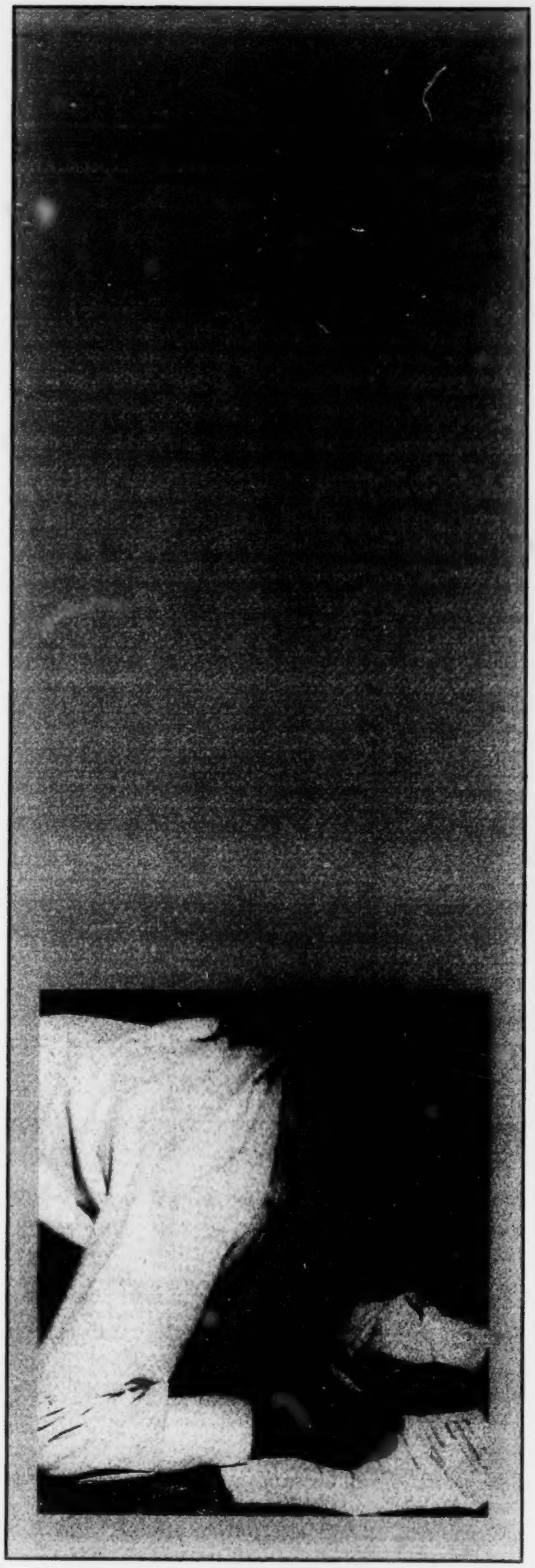
1. To increase awareness of how population educators can contribute to the elimination of stereotyping and discrimination of the girl child and promote appreciation of the value of the girl child.
2. To develop skills or ways and means of integrating messages on girl child issues into population education programmes, both in the school and out-of-school sectors.
3. To obtain quick source of exemplary strategies and curriculum/training materials for introducing messages about girl child through the vehicle of population education.
4. To provide the educators with an over-all view of the literature that exist on the subject of girl child.

Sources

The two volumes were compiled based on a wealth of existing materials on the girl child issue already available. They came mainly from the UNESCO Regional Clearing House on Population Education collection as well as from the libraries of UNICEF, ILO, and CST, Bangkok. The actual lessons and teaching/learning materials were also derived from education materials produced under the women's programmes and HIV/AIDS of UNESCO and its population education programmes funded by UNFPA. A few others were obtained from other international organizations and countries in this region. Acknowledgement is due to the staff of the Clearing House for assisting the authors in literature searching, retrieving, photocopying and putting the bibliography in order.

Chapter One

Strategies and Guidelines



A. Why Integrate Girl Child Issues into Population Education

Education is a powerful instrument that can bring about changes in the attitude and prejudices that undermine the status of the girl child in the family, community and society. And population education is considered to be a very useful vehicle through which girl child issues can be conveyed appropriately and meaningfully.

Population education programmes have been introduced in the formal and non-formal education systems of many countries in the world for the past decade. They are introduced into the curriculum as either part of existing subjects such as civics, social studies, biology, science, mathematics, geography, home economics and others or as a separate subject at the primary, secondary and tertiary levels. Many of the existing population education programmes have integrated large sections on women's issues into their curriculum and activities but the girl child issues have yet to be addressed in a more systematic and formal manner.

Integrating girl child issues into population education can create many opportunities for the promotion of their objectives and messages. It can help eliminate sex stereotypes or gender bias and strengthen girls' self-image and esteem; eliminate all forms of discrimination against the girl child and the root causes of son preference; increase knowledge and understanding of the value of girl child; improve the welfare of the girl child, especially in regard to health, nutrition, education.

There are many objectives in population education which relate suitably to the promotion of messages on the welfare of girl child. These include the following examples:

a) Promotion of family welfare; family size and quality of life

This is one of the major objectives of any population education programme in which family functions and responsibilities as well as the promotion of their quality of life are examined. It promotes responsible parenthood and explains that family welfare can be further enhanced if both parents as well as the children share the responsibilities of family life.

Most importantly, this objective focuses on the role of the family in giving equal treatment and opportunity for both sons and daughters and to promote the concept that both boys and girls are equally useful members of the family and society. This would help to ensure that girls are given equal access to nutrition, health care, education, and acquisition of skills; improve their self-esteem, their income earning potential, and empower them to control their own lives as future women. It emphasizes the current and potential contribution of the girl child towards family welfare, and increases awareness of their multiple burden of work which should be shared between boys and girls.

b) Develop an awareness of the advantages of delayed marriage

Population education creates a better understanding of the population dynamics, such as fertility, mortality, nuptiality, the positive impact of delayed marriage on fertility and health, and the need for a planned family. It also highlights various customs and traditions with regard to marriage, laws on marriage and socio-cultural beliefs that support early or delayed marriages.

Population education brings into focus the close link between the physical and mental well-being of the girl child who is the woman of tomorrow, and the well-being of the family. Delaying marriage helps in achieving a small famiy size; in improving health of mother and child and developing emotional, physical and mental maturity. A girl who is educated, is likely to delay marriage and child birth, take better care of children, manage family finances better and have greater earning potential.

c) Re-orient population-related beliefs and values

Population education addresses attitudes, prejudices, customs and superstitions that perpetuate the low status of the girl child and the woman in family and society. It describes how different societies look at gender roles and discusses family customs and child rearing practices in the family as they affect gender role development. It covers values such as son preference; genital mutilation; promotion of lineage of family through sons; inheritance practices favourable to sons; traditional roles of members of the family; and under care of daughters in terms of nutrition, education and health.

d) Enhancement of gender equality and empowerment of women

Generally, population education carries a section on gender equity and empowerment of women in its curriculum. It examines the role and status of women in society and stresses on the need to enhance equal opportunities for women in all fields; equal participation of men and women in decision-making at the family and national levels and builds awareness of national policy on population and family planning, legislation on age at marriage, on gender discrimination in employment and wages and the legal rights of women. This section, though it discusses the status of women of the adult age, can be used to reflect more or less similar conditions that a girl child or adolescents are confronted with in the home, school and society.

e) Promotion of sexuality education among adolescents

Adolescent sexuality education covers issues which affect the well-being, self-awareness, sexuality and self-concept of the adolescents in order to develop them into responsible and contributing human beings in the improvement of society. It aims at developing responsible sexual behaviours, skills for being assertive and responding to negative persuasions; understanding what constitutes sexual abuse; preventing contracting STDs and HIV/AIDS and teenage pregnancies; and delaying marriage. It includes sex education, changing roles of boys and girls as opposed to the traditional stereotypes, and gender equality in decision making both within the family and outside. Population education can be an effective way of building up self-esteem and self-reliance of the girl child. Through examples and role models, students can be made aware that girls and boys are born equal and girls have the ability to achieve as much as boys can. They can acquire technical skills and education as well as improve their income earning potential. They can grow up to be equal partners in decision making and assume control over their own lives.

B. Girl Child Contents That Can Be Integrated into Population Education

Based on the above-cited objectives, a wealth of relevant and suitable girl-child issues can be integrated into population education curriculum, both in the formal and non-formal educational systems. The table on page 11 will provide in detail as to what contents can be included.

In summary, the contents focus more on girl child issues rather than on women role and status and their empowerment. Extensive emphasis is placed on child rearing practices in the family and society; myths, gender stereotypes, prejudices and customs by culture and societies which undermine the worth and value of girl child and how to eliminate them; the value of both boys and girls in promoting the welfare of the family; and the multiple burden of work imposed on the girl child. The curriculum also reflects the promtoion of equal access of girls and boys to education, health, nutrition and care; strengthening girls' self-esteem and developing sexual responsibilities; girl-child marriages and how to develop values of delayed marriage. Many materials have also included lessons and readings on girl child abuse/violence and how to detect and eliminate them.

In determining the contents, the following factors should be taken into account:

a) relevance to national curriculum programme
b) supportive of national population programme goals
c) appropriateness to the population education objectives
d) suitability to the pupils' experiences and knowledge and grade level
e) attitudes of educational authorities and school culture
f) attitudes of parents and family social conventions

C. Guidelines for Developing Girl Child Curriculum into Population Education

In developing the conceptual structure of how girl child messages and contents can be integrated into a population education curriculum, the following guidelines can be followed:

Determine the objectives, goals and core messages of the national population programme.

When there is a specific policy statement on girl child issues, population education should articulate the issues in similar form and focus. When the issues have been referred to in more general terms, it may be necessary to identify specific issues consistent with the policy.

Majority of the national population programmes consist of reproductive health and family planning programmes, population and development and advocacy programmes. In all of these sub-programmes, women's issues and girl child concepts are invariably included. For example, in reproductive health programmes, the promotion of girl child's health, her role in the family and society, the adolescent's sexuality, and equal treatment of boys and girls etc. form part of its objectives and strategies. Population and development sub-programme also includes research studies which examine traditional values and norms with regard to son preference, value of daughters, socialization of family siblings, etc. Similarly, advocacy programmes are aimed at harnessing the effective role of education in addressing gender equity and promoting the welfare of girl child, both in the formal and non-formal education systems.

A careful examination of the objectives and contents of the sub-programmes will easily provide guidance as to what concepts and messages can be extracted or reinforced in order to be consistent with and supportive of the national goals and objectives vis-a-vis women, girl child and gender equity issues.

Examine the goals and contents of national educational curriculum pertaining to girl child issues.

More and more countries have taken formal strategies to correct gender stereotyping in their curriculum. More importantly, their ministries of education have taken various types of modalities to ensure more opportunities for girls to enroll and stay in schools longer. Invariably, national educational programmes will always include statements, official policies and strategies which will address girl-child concerns. Teacher training programmes have also integrated teaching methods and contents specific to these issues.

To harness support by educational authorities of the population education efforts to promote girl child issues as well as ensure consistencies of messages and contents, educational curriculum that deal with this important issue should serve as a framework for the preparation of the population education section on it. It will also make curriculum integration smoother and simpler.

Survey the requirements and characteristics of the target audience.

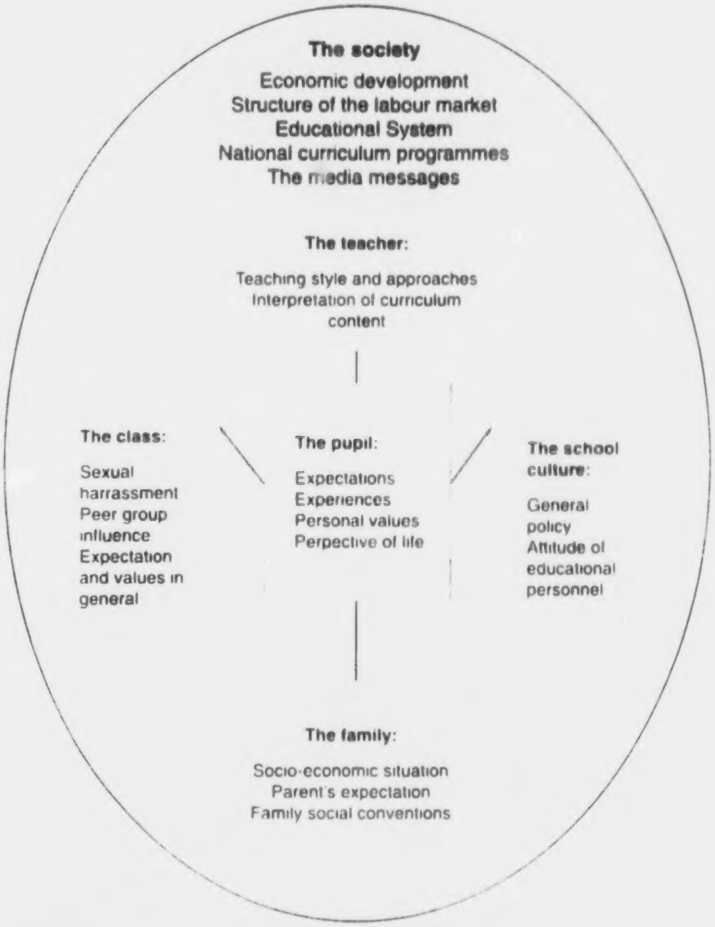
This step will help to determine the: (i) type of issues to be included; (ii) degree of details to be emphasized; (iii) the language and teaching technique/learning style to be employed; and (iv) materials to be used. A framework or matrix has to be prepared elaborating on what objectives and concepts are appropriate for each grade level. Certain issues will have to be considered at every grade or stage, the difference being a matter of scope and depth. As the target audience gains more maturity, certain issues to which they have been given an orientation can be considered more in depth. For example, at the lower primary level, opportunities should be given to both boys and girls to play games or toys that have been traditionally genderized. At the upper primary level or secondary level for some schools, home economics should be offered to both boys and girls and be given the opportunities to develop their knowledge, attitudes, and skills for doing household chores and sharing of family responsibilities.

A paper entitled. "Teaching gender issues: the necessity to commit teachers to issues of gender equity" (Samman, 1996) synthesizes some research findings which affect the student learning that should be considered in preparing girl-child curriculum contents and lessons. These include:

- The different identity formation and social expectations and construction of females and males in our societies produces emotional, cognitive and psychological differences.
- Students themselves bring gendered interpretations to their own success or failure.
- The different formative experiences for girls and boys in relation to parental care lead to gender differences and psychological makeup. For example, girl reaches adolescence with a developed sense of interpersonal responsibilities but possibly with a weak sense of personal identity and autonomy while the boy possesses the latter but has a kind of an inability to handle explicit expression of emotions and some insensitivity to other people's needs.
- Puberty provides a very different experience for boys and girls for many reasons and affect learning and interactions.

Below is a diagram that shows factors which influence girls' performance and achievements (Samman, 1996).

FACTORS INFLUENCING GIRLS' PERFORMANCE AND ACHIEVEMENTS


The society
Economic development
Structure of the labour market
Educational System
National curriculum programmes
The media messages
The teacher:
Teaching style and approaches
Interpretation of curriculum content
The class:
Sexual harrassment
Peer group influence
Expectation and values in general
The pupil:
Expectations
Experiences
Personal values
Perpective of life
The school culture:
General policy
Attitude of educational personnel
The family:
Socio-economic situation
Parent's expectation
Family social conventions

Consider the local conditions, attitudes of parents and community conventions.

Some of the issues on girl child are universal. For example, the need to develop their self-esteem and to develop their knowledge and skills in schools can be considered universal. On the other hand, some issues and causative factors may differ between countries and communities. For example, in a country with high birth rate, low school enrolment rate for girls may be because they are needed at home to mind siblings; whereas, in a low birth rate country, the reasons may be different. Or in some countries, girls and boys are given equal treatment in terms of food, education and care in their families but in others, boys are paid more attention to than girls in these aspects. In many Asian countries, genital mutilation is not an issue but it is in African countries. These examples illustrate how important it is to look at local conditions, calling for curriculum developers to be sensitive to these conditions when preparing instructional and curriculum materials.

Sexuality education curriculum must be sensitive to local conditions, so that no offence is caused. For example, where discussions on sex related issues are not acceptable, inclusion of such issues in the curriculum should be discreet. For example, in some South Asian countries, dating and pre-marital sexual relationships may not be as widespread as it is in some South-East Asian countries. Emphasis on dating, love, sexual relationships, teen-age pregnancies, etc. should then be taken up more deeply in the curriculum of some East Asian countries than others.

Countries differ in socio-cultural values, therefore, education materials used effectively in one country may not be appropriate in another. A decision will have to be taken by the curriculum developers as to the extent to which sensitive issues might be approached and the best way of dealing with them.

The important thing is not only to know what are the messages that the school can transmit, but also "how these messages can interact with those which are conveyed from other sources" in the community.

Consider what is already integrated in the educational curriculum and focus on those related to population and development and reproductive health issues.

As mentioned above, for sure the national educational system has introduced girl child lessons and activities in its curriculum and textbooks. It is thus important to identify girl child issues already included in all the subject areas in both primary and secondary levels and ensure that girl child issues meant for inclusion in population education are given its population and reproductive health orientations. The more general concepts already treated in the other subjects should not be repeated as much as possible.

Specific Steps in Preparing the Girl-Child Curriculum

Generally, the following steps have served as standard package for preparing subjects for integration into existing curriculum:

1) Analysis of the situation

a) Review available publications, research studies and literature on girl child issues.

b) Consult with national level policy makers in the educatiion and population programmes as to what girl child issues are relevant to their policies and goals.

c) Interview or consult with parents, local educational authorities and other civic and public groups on issues they wish to be treated on a priority basis and other problematic concerns that can be included in the educational programme or which may prove controversial.

d) Survey the needs and characteristics of target audience through a quantitative survey method, focus groups or other qualitative methods.

2) Formulation of curriculum objectives

Based on the goals of the population and reproductive health programmes, national education programme and results of surveys and interviews on the needs of target audiences, the objectives and goals can be formulated. Examples of objectives can be:

- To develop understanding and appreciation of the importance of the equality between boys and girls
- To develop and improve self-awareness, self-concept and self-esteem of the girl child
- To examine the myths, stereotypes and cultural prejudices which exist on male and female roles
- To understand that there are many good reasons for delaying sex until the girls and boys are older

3) Determining the content of girl child issues to be included in population education curriculum

The best way to determine the contents of the curriculum on girl child is to extract them from the objectives, the results of the needs of the target audiences, and the core messages of the national population programme. In respect of each objective, major issue or content, the sub-concepts, core messages and grade/level for which they are most suitable should be identified. For example:

Objectives	Content
1. To examine the myths, stereotypes and cultural prejudices which exist on male and female roles	◆ *Definition of sex and gender roles* ◆ *Examples of customs, adages and proverbs that stereotype gender roles and undermine girls* ◆ *Family and child rearing practices which do not contribute to the well-being of the girl child and how these can be changed*
2. To develop good understanding and appreciation of the importance of the equality	◆ *Boys and girls are equally useful members of society* ◆ *Examples showing how girls can achieve as much as boys, if not better* ◆ *Studies that show that rigid models of behaviours for boys and girls can limit people's talents and possibilities*

4) Determining the entry points in the curriculum for the content of girl child issues

Since the girl child issues will form part and parcel of the population education curriculum, the contents have to be integrated or infused into existing population education subjects. This entails identifying entry points into which the girl child materials can be integrated. The first step is to undertake an inventory of major topics taken up in population education. From this inventory, identify those which are most suitable and appropriate for their integration. As identified earlier, these could be, for example, topics of family life education, human sexuality education, adolescent reproductive health, delayed marriage, gender equity, etc.

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5) Identifying teaching methods and learning activities that will help achieve the objectives and goals

The level of maturity of the target audience will determine the type of learning activities, exercises and teaching/learning techniques which can be used for each lesson. Generally though, games, role playing, enquiry approach, values clarification and problem-solving methods will help achieve the objectives and goals.

Interactive and participatory methods of learning offer effective means for accomplishing real psychological and behavioural change. Such methods help students handle conflict and controversies and provide an opportunity to practice such skills as expressing one's self clearly, active listening, opinion forming and evaluating different view points. Certain pedagogy can even be designed for girls that will strengthen their self-esteem and belief in themselves and develop their will to succeed sufficiently.

Teachers should be trained. It is a fact that teachers' attitudes, expectations and way of interacting with the students, their preferences for teacher centred or pupil oriented teaching style, have a great influenece on girls' participation and performance. According to the paper, "Teaching gender issues: the necessity to commit teachers to issues of gender equity" (Samman, 1996),

> *"The ideal of sex and gender equality does not preclude a separate pedagogy for each sex: the assumption we all make is that education is a gender-neutral process. However, due to the actual situation, in order to redress the present imbalance, and reach gender equity, girls should be taught differently from boys. It is necessary to identify approaches which tend to enhance girls' involvement, motivation and performance".*

6) Materials need to be pre tested and post tested, and revised before they are distributed to the recipients or target audiences

Because the concept and concerns of girl child could be controversial in some aspects, before the curriculum is finalized, it should be first pre-tested at three levels: the policy-makers and administrators; the school authorities and parents; and finally, the target users, e.g. teachers and students. Revisions can be undertaken to improve its understandability, readability, effectiveness and ease of teaching.

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Integrating Girl Child Issues into Population Education Curriculum

Objectives and entry points	Core messages/sub-messages	Contents
I. Gender equality and gender roles		
1) To examine the myths, stereotypes and cultural prejudices which exist on male and female roles • Describe how different cultures/societies look at gender roles • Examine and understand attitudes towards sex, men and women, and youth • Identify and discuss gender roles in the family and society • Discuss family customs and child rearing practices in the family as they affect gender role development	1) Gender stereotypes are generated by culture and societies and are not inherent 2) Sex roles are differently defined and shaped by different societies 3) Myths, stereotypes, prejudices and customs undermine the worth of girl-child 4) Child-rearing practices in the family and society lead to neglect of girl child and should be changed to give equal importance to them as well 5) The elimination of stereotyping is necessary to wipe out prejudices against girls and daughters	1) Definition of sex roles and examples of customs and traditions, adages and proverbs that stereotype gender roles and undermine girls and examples of societies where traditional values do not undermine the girls 2) Comparing similarities and differences between boys and girls and doing away with the myth of exclusively male and females roles 3) Family and child-rearing practices which do not contribute to the well-being of girl child and how these can be changed
2) To develop understanding and appreciation of the importance of the equality between boys and girls	1) Sons and daughters are equal 2) Equal relationship between boys and girls encourage flexibility in patterns of behaviour, strengthens relationships, encourages cooperation and creativity. 3) Rigid models of behaviour for men and women limit people's possibilities	1) Cases which show boys and girls are equally useful members of the family and society and new ways that can be adopted for both sexes to interact so that their lives can be more harmonious, egalitarian, creative and enjoyable. 2) Example showing girls can achieve as much as boys 3) Cases showing girls are equally useful members of family and contributions of girls to family welfare and different professions 4) Changing roles of boys and girls and how they contribute to family and society's good 5) Different professions that girls can enter given access to education and training 6) Examples of women in well-appointed and successful positions and roles usually occupied by men

Integrating Girl Child Issues into Population Education Curriculum *(continued)*

Objectives and entry point	Core messages/sub-messages	Contents
II. Enhancement of status of girls and women		
1) To identify and examine values that affect the status of women and girls which discriminate against them	1) Some traditional values adversely affect the status of girls and women	1) Examples of customs, traditions and beliefs that perpetuate the low status of girls 2) Disadvantages of maintaining the low status of girls and women for the individuals, family and society 3) Lack of access to nutrition, health care, education and training 4) Traditional practices such as dowry and bride price that perpetuate low status of women
2) To understand the contribution of girls and women to family welfare and society	1) Multiple burden of work on the girl child discriminate against her and lead to poor health, poor education, etc. 2) Women work should be paid commensurately to reflect their worth 3) Self reliance among women and girls can improve their status 4) Men can share in the responsibilities in the house 5) Sharing responsibilities lead to easier workload, better quality of life, improvement of girls and family happiness	1) Equal treatment of female and male in socio-economic, political and cultural activities 2) Women and girls contribute greatly to family survival 3) Family chores that men can do in the house 4) Examples of cases where women's self-reliance and independence led to success and happiness
3) To understand the importance of girl's education for the improvement of herself, the family and society	1) Girls should have equal access to education 2) Education benefits girls 3) Girls' education is important and an asset to the family 4) Educated girls tend to stand up for their rights and fight exploitation 5) Educated women can look after the family better and their daughters tend to stay in school and finish education	1) Effects of education of self-esteem, literacy, numeracy and other skills 2) Links between education and potential for getting paid employment 4) Educated girls and women can assume many roles efficiently (look after family business, manage accounts, market products, use new methods in farming, start a business, etc.)

Integrating Girl Child Issues into Population Education Curriculum *(continued)*

Objectives and entry point	Core messages/sub-messages	Contents
	6) Fewer girls than boys go to school, why?	5) Advantages to girls and women standing up for their rights 6) Advantages of an educated girl marrying, i.e., she can look after the children better, the family has better nutrition and health care, the family is planned, is an equal partner in all decisions in the family and the daughters of educated mother tend to stay longer in school
4) To develop awareness and appreciation of equal participation of men and women in decision-making at family, community and national level	1) Women who take part in decision-making in family, community and national level show positive results	1) Role of women in decision making in the family-situation showing positive results when women are involved in decision making and situation showing negative results when they are not
5) To develop equal opportunities for men and women in employment	1) Women should be encouraged to pursue a profession of their choice 2) Women should receive equal wages as men for the same work	1) Discrimination against women in some professions 2) Stereotyped professions and courses for girls 3) Discrimination against women in salary and wage scales 4) Ways and measures to eliminate or reduce discrimination against women in education and employment
6) To develop awareness of existing legislation regarding equal opportunity and non-discrimination	1) The state has given equal/many rights to women and laws that protect girls	1) Familiarization of the laws that are relevant to gender equality-age at marriage, consent for marriage, non-discrimination in employment, wages, etc.
7) To understand that women's participation contributes significantly to national development	1) Women have achieved much and contributed considerably to the nation	1) Concept of national development and equal participation of women who have made important contributions to national development in different fields of national life 2) Examples of contributions that women can make in national life

Integrating Girl Child Issues into Population Education Curriculum *(continued)*

Objectives and entry points	Core messages/sub-messages	Contents
III. Adolescent sexuality education and HIV/AIDS education		
1) To develop and improve girl child's self-awareness, self-concept and self-esteem	1) The way girls feel about themselves influence what they do with their lives, how they relate to others and how they perform and achieve 2) Girls possess many good qualities and can perform or achieve as much as boys	1) Definition of self-esteem and self-concept 2) Ways and means by which girls can improve their self-esteem 3) Cases illustrating how girls can perform better if not equally with boys in various areas (education, leadership, community work, culture, politics, etc.)
2) To develop responsible sexual behaviour • To understand that there are many good reasons for delaying sex until the girls and boys are older	1) Delaying sex until one is more responsible, older, married or when one is sure with a relationship with one person leads to no regrets and happier life 2) Delaying sex is not always easy but there are things that a person can do which will help delay sex	1) Reasons for delaying sex until one is older and married 2) Importance of making good and well-thought out decisions about sex 3) Hurried decisions to indulge in sex might lead to unwanted pregnancy and STDs/HIV/AIDS 4) Guidelines to help girls delay sex
3) To develop skills for being assertive and to respond to negative persuasions	1) When you are assertive, you can say "no" without feeling guilty; disagree without becoming angry and ask for help when you need it 2) Learning how to respond to a person who tries to distract you or persuade you to do something that you do not want to do, is an important skill	1) Guidelines or steps in delivering assertive messages 2) Steps to take when a person distracts or persuades you and how to say "no"
4) To explain that sexual behaviour should be exercised with responsiblity	1) Responsible sexual behaviour for a healthier and a happier life	1) Problems associated with uncontrolled/irresponsible behaviour (health, emotional, social, economic) 2) STDs/HIV/AIDS as a consequence of irresponsible sexual behaviour 3) STDs/HIV/AIDS

Integrating Girl Child Issues into Population Education Curriculum *(continued)*

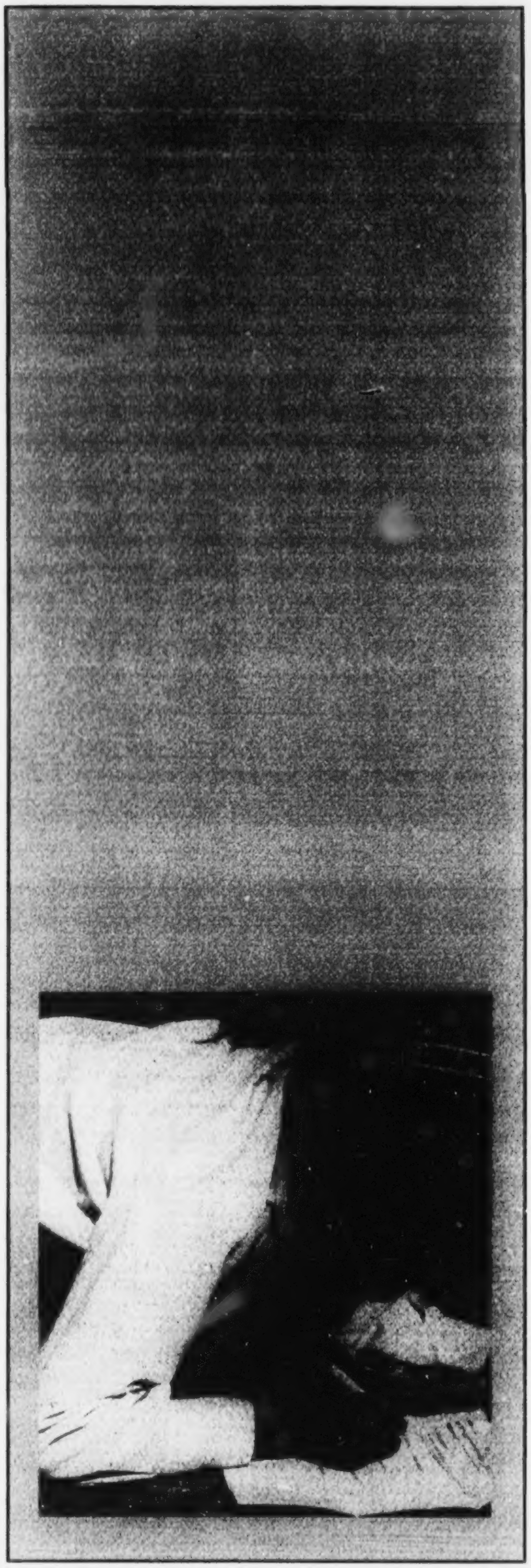
Objectives and entry point	Core messages/sub-messages	Contents
5) To understand what sexual abuse consitutes and how to prevent it happening to girls	1) Girl child is often a victim of child sexual abuse and ways and means to prevent or address them	1) Ways and means of avoiding or dealing with pressures to have sex 2) Support groups or centres that can respond to complaints of sexual abuse and harrassments and laws that address these problems
IV. Delayed marriage 1) To examine certain beliefs, customs, traditions and laws which affect the age of marriage for women and men	1) Customs, traditions and laws affect the age at marriage 2) Laws to discourage early marriage should be passed and enforced, if already existing	1) Different societies and communities have different customs and traditions which encourage or discourage early marriages 2) National laws on age at marriage and their effects 3) Implementation of marriage laws 4) Need to maintain and encourage socio-cultural beliefs and laws supportive of delayed marriage
2) To develop an awareness of the advantages of delayed marriage	1) Delaying marriage has great advantages. It helps in achieving small family size, improve health of mother and child; develop emotional, physical and mental maturity	1) Advantages of delayed marriage; opportunity to get education; self-development; better health of mother and child; planned family. 2) Disadvantages of early marriage, early preganancies, ill health, infant mortality, high fertility 3) Marriage against one's choice before attaining the legal age at marriage 4) Recommended age of marriage for men and women 5) Physical, mental and emotional maturity of both partners, better relationship between husband and wife and better parenting concept.

Integrating Girl Child Issues into Population Education Curriculum *(continued)*

Objectives and entry point	Core messages/sub-messages	Contents
V. Population dynamics and family size		
1) To discuss the roles, functions and needs of the family and understand that family size contributes to the welfare of the family and promotes better care of daughters	1) Families have functions and resources and its happiness depend on good relationships and roles of each member of the family and society	1) Family size and family welfare 2) Different members of the family 3) Roles and functions of the family (traditonal roles, stereotyped roles for men and women and their changing roles) 4) Boys and girls need equal treatment by the parents 5) Family resources 6) Contribution of mothers and daughters to family resources 7) Child labour
2) To promote the concept of responsible parenthood and explain that family welfare can be further enhanced if both parents share the responsibilities of family life	1) Parents' role in the family is a shared responsibility of husband and wife	1) Concept of responsible parenthood 2) Family responsibilities (traditional roles of husband and wife in the discharge of responsibilities) 3) Exploitation of women due to multiple burdens in their traditional role 4) Sharing of responsibilities between husband and wife and effects on the whole family members
3) To realize that both sons and daughters have important role and place in the family	1) Boys and girls are equally useful members of the family and society 2) Equal treatment and opportunity for sons and daughters to help improve the quality of life of the family	1) Family planning: responsibility of both husband and wife 2) Prejudices against girls result in consequent neglect of them 3) Providing equal opportunities for education, health care and nutrition
4) To show how migration and urbanization have affected the status of women and girls	1) Migration of men to the cities may mean only a double burden for women left behind 2) Heavy migration of uneducated and unskilled women into the cities may result in economic and sexual exploitation	1) Statistics showing migration and urbanization disaggregated by sex 2) Reasons for migrating and good and bad effects on women and girls 3) Ways and means to solve the problems that migration could give to women

Chapter Two

Sample Curriculum Materials



Exemplary Curriculum and Instructional Materials

In order to facilitate the integration of girl child issues into population education, a variety of sample lessons and teaching materials for both in-school and out-of-school use are included in this manual for ready adaptation or adoption by curriculum developers, teachers and trainers.

The materials are grouped into the five major content areas presented in the table on page 11.

Content Area 1: Gender equality and gender roles

Consisting of six teaching materials or activities, this section examines the meaning of sex roles; describes how different cultures look at sex roles and identifies the different roles of men and women. It also identifies the various stereotypes developed for men and women and the need to be flexible in developing a healthy attitude of adolescents' sexuality particularly as they relate to the opposite sex. It analyses sex roles as changing cultural component; describes phrases, sayings, adages and proverbs that stereotype femininity and masculinity; and highlights free, creative and equal participation of girls and boys in housework and other forms of activities.

Content Area 2: Enhancement of status of girls and women

This section consists of three comprehensive learning materials mainly aimed at the out-of-school population education programmes which identify and examine values that discriminate against the status of women and girls; the importance of education for the improvement of the girl child, the family and society; the fact that women and girls can learn and achieve competence in technical skills; and that girls and women should enjoy equal opportunities in employment and pay as men.

Content Area 3: Sexuality education and HIV/AIDS education

Four lessons comprise this section. They provide rich learning experiences to improve self-awareness, self-concept and self-esteem for girls and boys; help them develop skills in saying no and delaying sex as well as being assertive. One lesson also deals with the growing problem of child abuse and violence, giving guidelines of preventing and avoiding exploitative situations.

Content Area 4: Delayed marriage

This section is about delayed marriages. Consisting of two lessons, they help develop among the learners an understanding of the purpose and meaning of marriage and the consequences of early and delayed marriage.

Content Area 5: Population dynamics and family size

Three teaching/learning materials comprise this section. One lesson analyses the different kinds of relations between family members and roles that each play and how they contribute to the well-being of the family through sharing of responsibilities. A lesson looks at the heavy workload of the mother and daughter and identifies alternatives to lessen workload of mothers and daughters. The third focuses on the consequences of migration to the cities on women and girls.

CONTENT AREA 1

Gender equality and gender roles

Objectives

1. *To examine the myths, stereotypes, and cultural prejudices which exist on male and female roles*
    - *Describe how different culture/societies look at gender roles.*
    - *Examine and understand attitudes towards men, women and youth.*
    - *Identify and discuss gender roles in the family and society.*
    - *Discuss family customs and child rearing practices in the family as they affect gender role development.*
2. *To develop understanding and appreciation of the importance of the family between boys and girls.*

Title	**Male and Female Roles**
Objectives	*1) To define meaning of sex roles* *2) To describe how different cultures look at sex roles* *3) To identify the different roles of men and women* *4) To identify the various stereotypes developed for men and women*

PROCEDURE:

1 Lecture on how various cultures differentiate the roles of men and women, based on the Information Sheet.

2 Explain the consensus of many experts on the idea that the pressure, anxiety and confusion surrounding male and female roles are core issues in most concerns related to sexuality. Male pressure to perform, female pressure to have children, male pressure to internalize feelings, female pressure to be sexy but non-sexual, and so on are factors which contribute to the high rates of unwanted pregnancy, abortion, divorce, and sexual dissatisfaction.

3 Conduct lectures based on recent studies and cross cultural comparisons on the concept of roles and stereotypes, differentiating male/female from masculine/feminine. During the discussion, the class can examine how male and female roles are formed, and more importantly, how these roles affect the lives of men and women. Have the students cite examples from their own family and school situations. Encourage them to think about how male and female roles can influence dating and sexual patterns. As a teacher, keep in mind that the adolescent years are formative years. Young people are in the midst of defining their own sexual identity, that is, what it means for them to be either male or female, and there is considerable peer pressure to conform to expected patterns of behaviour. By discussing these issues, students will better understand the fact that they can determine their "role" in life by themselves.

4 After the lecture, have the students carry out Activities 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13.

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* Excerpted from Sex education: teacher's guide and resource manual, pp. 95-106 by Steven Bignell. Network Publications, a division of ETR Associates, 1982, Santa Cruz, CA

INFORMATION SHEET

MALE AND FEMALE ROLES

I. Introduction

A. Gender refers to the socially constructed attributes and opportunities of being male and female. It describes the roles and responsibilities assigned to men and women in a given society and which therefore varies in time and space (UNFPA, 1998).

B. Sex refers to the biological state of being male and female which is invariant across cultures, time and space (UNFPA, 1998).

C. Each culture determines its own appropriate sex roles. What is accepted in one society in terms of masculine and feminine behaviour is not necessarily accepted in another.

II. In some cultures, some behaviours that we consider to be masculine are considered to be feminine, and vice versa. In other cultures, little distinction is made between the sexes. For examples:

A. The Hopi Indians of North Central Arizona are a matriarchal society.

1. Names and blood lines are traced through the mother. A family member is anyone related to the mother.
2. The people are divided into clans. Each person belongs to her/his mother's clan, and all members trace their lineage back to a common mother.
3. Fathers are respected and loved. They know their own children, but they spend more time with their sisters' children than with their own.
4. Husbands and wives have specific duties and separate clan obligations, so they are free to come and go as they please. Women take care of household chores and child rearing while men work in the fields.
5. In Hopi society, children are obedient and non-competitive; they rarely quarrel, there is no vandalism and children are never punished physically.
6. "Hopi" means "people of peace". They have fought few wars and then only in defense.
7. The Hopi society desires girl babies.

B. In contrast, the Mundugumore of New Guinea are a very hostile and aggressive society of head hunters.

1. Individuals trace their kinship through parents of the opposite sex.
2. Boys are raised by their mothers and girls are raised by their fathers. Both sexes are raised in exactly the same way to become independent, aggressive and fierce.
3. Children are turned against their same sex parents and are actively disliked and unwanted. Pregnancy and nursing are disliked and avoided if possible. Infanticide is practiced.

C. The *Arapesh* are a mountain people also of New Guinea. In this society there are few difference in sex roles for men and women.

1. Both men and women are expected to nurture all living things.
2. Fathers participate in child rearing, and children of both sexes take care of smaller children.

3. Aggressive behaviour is disapproved of, particularly those who *arouse* aggression in others.

4. Parents treat boys and girls equally, and they are happy to have babies of either sex.

D. The people of Bali, an Indonesian culture, appear physically to be the opposite of western ideas of what men and women should look like.

1. The men are "effeminate" by Western standards, their arms and legs are almost free from heavy muscles. They also have slightly enlarged breasts.

2. Whenever there is any heavy work, 50 to 100 men gather to do what a few men in some society could accomplish.

3. They can work long hours at a slow pace and never seem to tire; they also sing and play all hours of the day and night.

4. The women are very boyish-looking, with slim hips and small high breasts.

III. Historically, In our culture the concept of masculinity and femininity are categorically differentiated. Men were considered "masculine" and women were "feminine". Today, we recognize that both men and women have some of the personality traits that had been considered as belonging exclusively to the opposite sex.

A. We can think of "masculinity" and "femininity" as opposite ends of a continuum.

Absolutely masculine – Most men – Most women – Absolutely feminine

B. Most men are not "super-masculine" and most women are not "ultra-femine." Most men do have many typically "masculine" personality traits as well as a few typically "feminine" personality traits; likewise, most women have predominantly "feminine" personality traits, along with some typically "masculine" traits.

C. Any current discussion of masculinity and feminity in our society should acknowledge that male and female roles are in a state of transition. The distinctions between masculine and feminine behaviour are not as clearly pronounced as they were for most of us a decade ago.

D. Any current discussion of male and female roles should also recognize that this is a value-laden topic area. While many people feel that the evaluation and change of traditional male and female roles is good, an equally significant group of people feel that the traditional male and female roles were better and therefore highly desirable, and essential.

IV. We know that children learn male and female roles by age two or three, and our culture has presumed that one is better off conforming to conventional sex role expectations. A number of academic studies, however, question the desirability of these traditional male and female role expectations.

A. Mussen, a child psychologist at the University of California at Berkeley, studied masculinity in the late 1940's. The subjects, 17 to 18-year-old boys, were rated on a high-low masculinity scale and given the California Adjustment Inventory (a personality test). Twenty years later the follow-up interviews revealed these results about the men, then age 37-38:

1. The group that had been rated as highly masculine when retested 20 years later:
    a. They were less self-accepting and less dominant.
    b. They had a great need to humble and degrade themselves.
    c. They were rated as less sociable, less self-assured, less likely to be leaders and less introspective.
2. The group that received low-masculinity rate during adolescence was rated as warm, bright, emotionally stable, sensitive and sophisticated when retested 20 years later.

B. Studies of degrees of femininity in adolescent girls have indicated that "highly feminine" girls are often described as very dependent, shy, soft-spoken, yielding, child-like and gullible – all of which are associated with high anxiety and low social acceptance.

C. Another study has shown that boys and girls who conform to rigid traditional sex role stereotypes score lower on tests of intelligence and creativity. According to Sandra Bem, a psychologist at Stanford University, people who conform to rigid male and female roles tend to limit their life experiences and, therefore, don't score as well as those who can, and do, allow themselves to experience more.

V. Many studies have been done on sex differences and all of these studies have revealed a minimal amount of differences. We still know very little about genetic sex differences.

A. What we do know is that males are more aggressive physically and verbally, but *only* after age two-and-a half. Before that age, there is no *difference* between the sexes.

B. We also know that in general girls have greater verbal ability than boys from about age 11 on.

C. There are some common myths about sex differences which have not been proved:

1. Girls are more "social" than boys.
2. Girls are more suggestible than boys.
3. Girls have lower self-esteem than boys.
4. Girls lack motivation to achieve.
5. Girls are better at rote learning.
6. Boys are more "analytic" than girls.

VI. Feminism

A. The "Women's Liberation Movement" appeared in the United States in the early 1960's. *The Feminine Mystique*, the classic book by Betty Friedan, illustrated the wide-spread dissatisfaction among many women about their lives and is seen as influential in stimulating examination of male and female roles.

B. Many important ideas have come from the women's movement and are reflected in significant changes in many social institutions: art, music, literature, dating customs, marriage, fashion, employment policies, etc.

C. As women have examined male and female role stereotypes and their effects, so have men evaluated traditional definitions of masculinity, resulting in the integration of many of the traditionally feminine personality traits and activities into men's.

D. Clearly, our social institutions related to male and female roles and the family are in a state of great transition as both men and women seek balance in their lives.

SUGGESTED ACTIVITY 1

DISCUSSION QUESTIONS

1. What are the differences between men and women? Which of these differences are biological? Which are cultural?
2. How differently are girls raised from boys?
3. Describe the way your family treats its male and female members. Who washes dishes? Who usually drives the car on long trips? Who gets to stay out later? Who mows the lawn?
4. How do schools treat girls and boys differently at school?
5. Are there jobs which you consider to be only for men, or only for women?
6. What would you do if you find your four-year-old daughter playing with a fire engine? Wear overalls to school?
7. What would you say/do if your four-year-old son wanted to wear a dress? What if he wanted a doll for his birthday?
8. What do you think of the women's movement?
9. Who has it better in our society – men or women?

SUGGESTED ACTIVITY 2

INCOMPLETE SENTENCES

Direction: Complete the following phrases into sentences.

1. Being a woman/man makes me feel...
2. If I were the opposite sex, my life will be different because
3. In 10 years, I will probably spend most of my time...
4. In this society, males...
5. In this society, females...
6. Having to support a family is...
7. Growing up female is...
8. Growing up male is...
9. The one thing that I would like to change about being a boy or a girl is...
10. Boys who wear earrings are...
11. Girls who ask boys out are...
12. Boys who cry are...
13. Boys who like to cook are...
14. Girls who are athletic are...

SUGGESTED ACTIVITY 3

CONTINUUMS/VALUES VOTING

Direction: Write *agree* or *disagree* after each of the following statements:

1. A woman's place is in the home.
2. It's all right for a girl to play on a male team if she's a good athlete.
3. Men should make the important decisions because men think before acting, while women act based on their emotions.
4. Husbands and wives should share equally in housework and child care.
5. Males and females are created differently and are meant to act in very different ways.
6. It's all right for a man to cry.
7. Alimony should be abolished.
8. Women are instinctively maternal and nurturing.
9. Girls should be free to ask boys for a date.
10. Most women do not want to be independent, but want a man to take care of them.
11. Women have the advantage in our society because they have protection, leisure, and freedom from the pressure to achieve.
12. It is up to the man to initiate sexual activities, but it is up to the woman to say yes or no.
13. Men have a stronger sex drive than women.
14. Men can have sex and enjoy it for its pleasure, but women need some kind of emotional involvement to enjoy sex.
15. Girls should pay for themselves on dates.

SUGGESTED ACTIVITY 4

UNCLE ANSAR'S ADVICE COLUMN

Dear Uncle Ansar:

I hope you don't laugh at me, too. We had a special day last week called "Career Futures Day" where everybody had to talk about the kind of career they would like to have. I've always wanted to be a dancer, modern or ballet; but in my presentation I said that I wanted to be a lawyer, because I did not want to be called a sissy. Recently, I found out that the Physical Education (PE) Department is going to offer a modern dance class next semester. I'd really like to take it, but I don't want to be the only guy in the class. When I talked to my PE coach about it, he just laughed and told me to play basketball instead since I stand 6'4". What should I do?

Tall and Frustrated

SUGGESTED ACTIVITY 5

MASCULINE/FEMININE

Define the word "stereotype." On the blackboard draw two columns – one with the heading "masculine:" the other, "feminine." Ask the class to brainstorm and to list all the stereotyped characteristics they associate with either sex. What are the classic definitions of a "real mean?" What are the classic definitions of a "real lady"? The class can carry out this activity together or in male/female groups. Discuss the results and synthesize the ideas of the students.

SUGGESTED ACTIVITY 6

COLLAGE OF SEX STEREOTYPES

Have each student bring a few magazines to class-family, men's, women's or children's magazines. Form small same-sex groups and give each group magazines, scissors, glue, etc. Have the male group make a collage depicting the "Woman," by cutting pictures from the magazines. Ask them to list the characteristics most commonly associated with women. Have the female group do a similar collage and list, focussed on the "Man".

Depending on the size of the class, display the collages and have the girls review the boys' work; and vice-versa. If the class is too large, have a female group join with a male group to discuss each other's work.

SUGGESTED ACTIVITY 7

QUICKIE

On the blackboard, draw a circle and a square of equal size.

Ask the class which one is male and which is female. Explain. Draw straight lines and squiggly lines, letters of the alphabet, numbers, almost any abstract design, including.

Discuss how the students decide which drawing represents what, and what that appears to indicate.

SUGGESTED ACTIVITY 8

FAMOUS PEOPLE

Have the class list 10 famous people.

Have the class list 10 famous people from your country.

Have the class list 10 famous women from your country.

Discuss the results.

This exercise is best carried out right before the lesson on male and female roles is presented. The first two lists will be predominantly male. The third list will take longer to complete and will probably be heavily weighted with movie/TV stars. Discuss what that implies.

Variation

Ask the class to list 10 famous politicians or 10 famous scientists. You can also ask the class to list 10 famous male movie/TV stars and 10 famous female movie/TV stars. Then discuss what qualities make a woman a star as opposed to the qualities required of a man.

SUGGESTED ACTIVITY 9

THE SURGEON'S DILEMMA

This exercise series is a fast way of getting the students to look at their own assumptions about male and female roles. The procedure is very simple. Without explaining your purpose, distribute copies of the story below. Tell the students they have five minutes to read the story and solve the problem. They should not share their solutions with anyone else.

Here's the story:

A father and his son are driving to a baseball game. On the freeway, they meet a car accident. The father is killed and the boy is brought to the hospital in an ambulance. They immediately wheel him into the operating room. The surgeon looks at the boy and becomes quite upset. "I can't operate on this child! He's my son!"

How is that possible? The solution: The surgeon is the boy's mother. An alternative version would have a mother and child in the accident, with the mother being killed. The nurse in the emergency room would be the child's father.

SUGGESTED ACTIVITY 10

MALE AND FEMALE ROLES AND LANGUAGE

The purpose of this exercise is to assist students in recognizing the role which language plays in strengthening sexual stereotypes through connotation and denotations of meaning.

Procedure:

1. Ask the student to go over the different word pairs. How are the words used?

Mr.	________	Mrs.
Lord	________	Lady
King	________	Queen
Prince	________	Princess
Wizard	________	Witch
Bachelor	________	Old Maid
Master	________	Mistress
God	________	Mother Nature
Landlord	________	Landlady
Patron	________	Matron
Sir	________	Madam

2. Ask the students to explain and discuss the different implications and connotations of each word, depending on whether it is the male or female indicator. How does wizard differ from witch? Master from mistress? Mr. from Mrs.?

3. Discuss whether language strengthens sexual stereotypes? (use of male pronouns, such as chairman, mankind, etc.) Should society attempt to change a language that reinforces sexual stereotypes?

SUGGESTED ACTIVITY 11

BECAUSE I AM...IF I WERE...

This activity will help the student explore and clarify his/her concepts of male and female roles. It is particularly helpful in exploring how rigid male and female roles can limit an individual's self-expression. Students also gain a greater understanding of the concerns of the members of the opposite sex.

Procedure:

1. Divide the students into two groups: male and female.
2. Give each group two large sheets of paper and a felt pen.
3. Have the male students respond to the phrase, "Because I am a man, I must..." and the female students, "Because I am a woman, I must..."
4. Next, have them respond to the phrases, "If I were a woman, I could..." (for the boys) and "If I were a man, I could..." (for the girls).
5. Enrich the group discussions by asking questions, such as:

   Do any of the "musts" seem unfair?

   Do they have to be that way?

   Is there any way to allow some of the "coulds" to happen, without necessarily being a member of the opposite sex?

   What prevents people from trying out the "coulds"? What are their fears?

   Which of these responses are most powerful and most widespread in our society?

   What things on the list are you most glad of? Proud of?

   Which would you not like to see changed?

SUGGESTED ACTIVITY 12

COMPARING FEMALES, MALES AND HEALTHY PERSONS

Prepare three copies of the following list. Label one page "Male"; another page, "Female"; and the third page "Healthy Person". Give the students a set each. Describe the list as a sort of continuum. Ask the students to indicate which set of adjectives accurately describes the word at the top of the page. They should check the appropriate space. For example, if a student feels that the male is very aggressive, he/she should check space one. If the student feels that the male is non-aggressive, he/she should check space five. If the student feels that the male is neither, check space three.

After the class has completed the three lists, tally the results and discuss. Ask the class which adjectives were the most difficult to classify. Was it easier to do the list for Male? Female? Or Healthy Person? How did the description of the Healthy Person compare with that of the Male and Female?

Alternatively, the class can be divided into three small groups, with each group given the same list. One group will describe Male, another the Female, and the third a Healthy Person. The groups will need to reach a consensus in order to select the appropriate adjective score. After the gorups have finished, they will return to the large group for discussion and comparison of lists.

	1	2	3	4	5	
Aggressive						Nonaggressive
Independent						Dependent
Unemotional						Emotional
Objective						Subjective
Dominant						Submissive
Not excitable						Excitable
Active						Passive
Competitive						Non-competitive
Logical						Illogical
Direct						Indirect
Feelings not easily hurt						Feelings easily hurt
Adventurous						Cautious
Never cries						Cries easily
Leader						Follower
Self-confident						Unsure
Ambitious						Not Ambitious
Handles ideas						Handles feelings
Not concerned about appearance						Concerned about appearance
Not talkative						Talkative
Blunt						Tactful
Unaware of other's feelings						Aware of other's feelings
Untidy						Neat
Loud						Quiet
Tough						Tender

SUGGESTED ACTIVITY 13

MALE AND FEMALE ROLES IN LITERATURE AND TELEVISION

Both literature and the media can be used to facilitate discussion on male and female roles. The images of men and women, as reflected in novels, short stories and poetry, as well as those presented on television and the theater, serve as mirrors which we can use to view ourselves and others. When presenting the class with a piece of literature or when discussing a television movie which deals in some way with the roles of men and women, ask them to consider the following questions:

How do you relate to the characters?

Do the roles of the men and women seem realistic?

Can you identify with the characters?

Do they reflect the traditional roles of men and women? How?

What are the goals of the men and women?

Do the characters fulfil your expectations in terms of what you feel a man should be? A woman should be?

Were you influenced by what you read? How does it affect your opinion about men and women?

Title **The Earthlings**

Objective *To analyse the need to make male and female forms of behaviour more flexible*

How?

- Reading, discussing and adding on to the story called "The Earthlings" next page.
- The teacher proposes that boys and girls form groups of four.
- Each group chooses one of the situations from "The Earthlings" to draw, complement and discuss.
- The teacher asks questions like:

  Why did you choose that particular situation? What struck you about it? Have you seen or lived through a similar situation? How did you feel? If you could go to the moon and see the earth from above, how would you like boys' and girls' lives to be?
- The last question can be answered verbally or with a drawing, story or skit.

For what?

So that boys and girls will be able to...

... understand the need to broaden the possibilities of personal and social development for both sexes.

... understand that rigid models of behaviour for men and women limit people's possibilities.

... understand that it is necessary to look for new ways for men and women to interact so that their lives can be more creative, egalitarian and enjoyable.

... recognize their own possibilities for change.

... **and...**

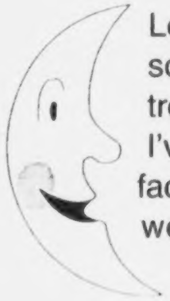
With what?

- ✓ Story called "The Earthlings" next page.
- ✓ Pencils, coloured pencils and paper.
- ✓ Examples close to the children's experiences.

Excerpted from Population education and stereotyped male and female roles: first and second cycle basic education teaching guide. Caracas, Venezuela. UNESCO Population Education Regional Programme 1986. p. 35, p. 46, p. 50

The Earthlings

Story



Looking at the earth, I've discovered surprising things! In some places, I've seen earth women driving cars, wearing trousers and walking by themselves... Though, in others, I've seen that women must wear long dresses, cover their faces and stay inside their houses. There are places where women are considered less valuable than men. Just imaging, I saw a father who was sad because he was hoping his first baby would be a boy and it turned out to be a girl! Sometimes, earthlings are really foolish!

A month ago, when I was a full moon, I looked into the room of a boy who was crying hopelessly. His father had scolded him violently because he wanted to become a dancer. "That's for women only!" his father shouted at him enraged.

In a public square, various friends were laughing heartily. They were saying something like this: "When my daughter plays, she often says that she wants to be president." "Can you believe it?" ha! ha! "A girl saying that!" Sometimes, earthlings really alarm me when they think some things are only for men and others only for women!

But sometimes, earthlings really move me... I've seen a mother playing with her three and five-year-old children while their father very lovingly cares for the baby...

I've seen boys and girls playing marbles together, filling spring days with colour and laughter. I've seen enormous orchestras where men's and women's voices vibrate together as a single voice... the human voice!

Title **Yesterday, Today and Tomorrow**

Objective *To analyse sex roles as changing cultural component*

How?

- First, the text entitled "Yesterday, Today and Tomorrow" on next page is read aloud.
- Then, the teacher and the children write a story about the changes in customs and ways of living that have come about since the time of their grandparents and parents.
- When they analyze their own generation, the children will be able to see if customs have really changed or not. The description of games and life at home and at school should reflect how men and women interact today.
- Thereafter, the children comment on the advantages of being a boy or a girl in today's world.

For what?

So that boys and girls will be able to...

... understand that the patterns established for male and female behaviour (sex roles) are neither static nor universal and that they differ from place to place and from time to time.

... develop solidarity and comradeship with the other sex.

... **and...**

With what?

✓ Text entitled "Yesterday, Today and Tomorrow."

✓ Children's open and spontaneous participation, quick wits, and good humour.

Yesterday, Today and Tomorrow

Narrative

1

Our grandparents were once children too. Though they wore other clothes, spoke a little differently from us and their houses weren't the same as ours, they also liked to play, laugh and jump (as all children everywhere have always liked to). But... customs were different because boys were told that there were some things that only girls could do... (lots of boys would stare at the girls as they played and sang their lovely tunes, at the beautiful dollies they cradled in their arms, or at the little pans they used to bake their tiny meals, at times quite delicious, but forbidden to them). The girls also felt unhappy because their dresses and mothers made climbing trees, playing with sand or running around in the streets out of the question. None of that! They were to play quietly in one place, without moving, always looking pretty.

2

Customs changed, and when our parents were children they used different sorts of clothes, their houses were a bit different, and many of them had a radio and even a television. But the children (as all children everywhere have always done) liked to play, laugh, jump, do amusing things...and learn while doing them. However, many boys were still not allowed to play with girls. They were told that boys and girls had different places in the world.

Many girls wanted to pretend they were doctors, but they were told not to. It just wasn't possible for girls to be doctors. Other girls wanted to be jungle explorers, but people told them that that sort of thing was only for boys. Girls who kicked a ball around with the boys were scolded by their elders... and sometimes even punished.

3

Nowadays, customs and ways of life have changed... There are radios in almost all homes (big ones; small ones; medium-sized ones; battery-operated or electric ones), and many houses have television. The children, like all children, like to play, laugh, jump and have fun. How do children play nowadays? What do boys and girls want? What activities do they share? What sorts of relationships do they want between boys and girls today and tomorrow?

Title **Some People Say That.....**

Objective *To debate on phrases, sayings, adages or proverbs that stereotype femininity and masculinity*

How?

◆ The students ask members of their community (neighbours, relatives, friends) "what things people say" about boys, girls, men and women in the form of proverbs, popular sayings and common beliefs, and then they share their findings with the group.

◆ The group discusses each statement made and together with the teacher they give examples showing whether each one is true or false.

◆ The teacher suggests that the group make up a proverb or saying in which boys and girls and men and women do not belong to "opposite sexes" but are rather portrayed as people having more similarities than differences.

For what?

So that boys and girls will be able to...

... question characteristics that are commonly attributed to men and women without any basis.

... discuss the effect of these stereotypes on an individual's personal and social life.

... analyze some cultural myths and beliefs that make an egalitarian relationship between sexes difficult.

... recognize that the only absolute difference between the sexes is the way men and women take part in reproduction.

... **and...**

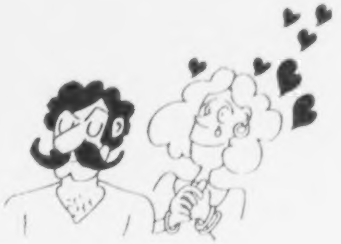
With what?

✓ "Sayings" often heard about men and women, proverbs, songs and "dumb" jokes.

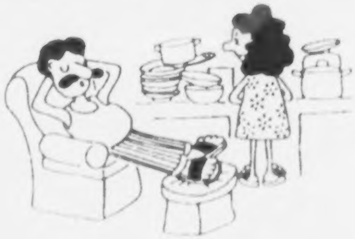
Many of the things said around can be verifed through observation or experimentation, precisely because they are based on evidence and experience. For instance, people warn of the danger of tampering with a beehive because of the risk of an attack. If you care to find out all you need to do is give it a try. Nonetheless, there are things that are said that are not based on observation or experiment, but on unfounded beliefs, myths and prejudices.

SOME PEOPLE SAY THAT:

- ◆ Women fall in love head-over-heels, but men don't.
- ◆ Men must be tough to have successful social relationships.



AND ALSO THAT:



- ◆ Washing dishes is a woman's job.
- ◆ Men should have many children to prove their masculinity.

Etc., etc., etc...

BUT...

Have you not heard of Romeo and Juliet? How does Romeo love Juliet?

Who wrote it?

How would you feel with a rude doctor?

What kind of trust can be inspired by a teacher who is rude to his students?

Are men incapable of washing dishes?

Do women like to do it?

Is a man less manly if he doesn't have children?

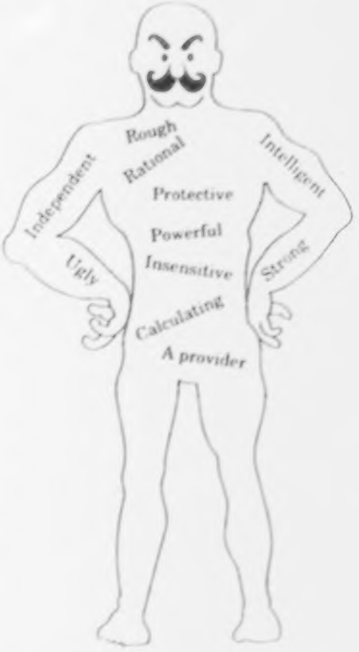
What about a man that decides to have only one child?

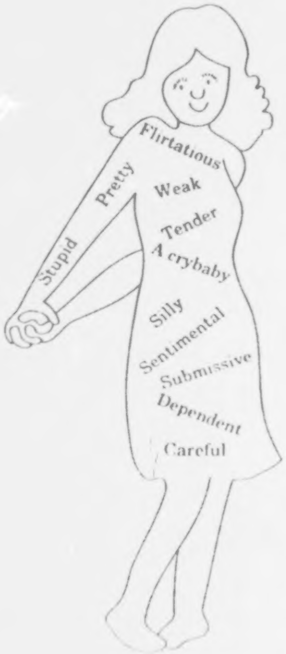
For generations certain forms of behaviour, attitudes and activities have been arbitrarily attributed to men or women, respectively.

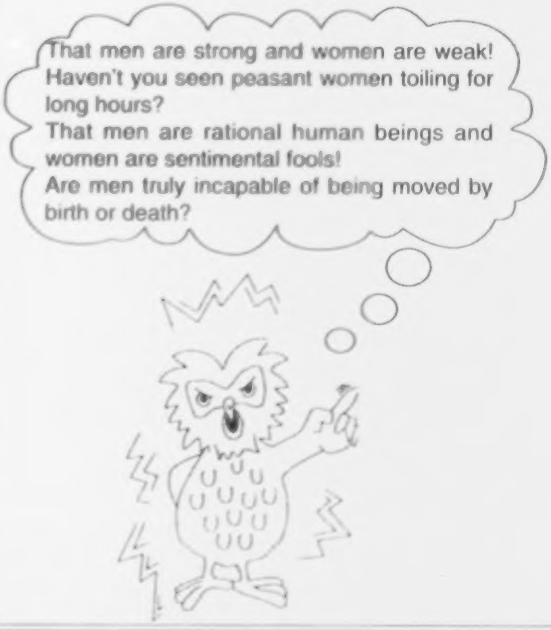
A distribution of masculine or feminine characteristics similar to the following is made in our culture:

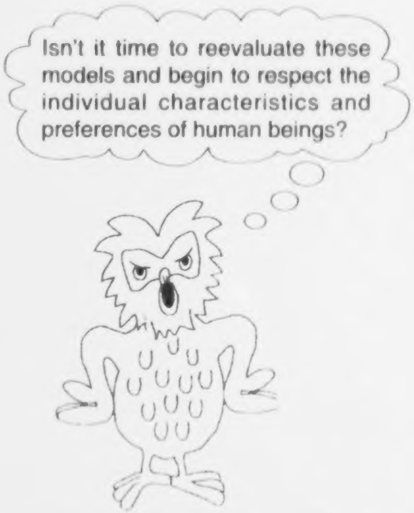
A MAN IS

A WOMAN IS


Rough
Rational
Intelligent
Independent
Protective
Powerful
Insensitive
Ugly
Strong
Calculating
A provider


Flirtatious
Pretty
Weak
Tender
A crybaby
Stupid
Silly
Sentimental
Submissive
Dependent
Careful


That men are strong and women are weak! Haven't you seen peasant women toiling for long hours? That men are rational human beings and women are sentimental fools! Are men truly incapable of being moved by birth or death?


Isn't it time to reevaluate these models and begin to respect the individual characteristics and preferences of human beings?

Title **Things That People Say**

Objective *To discuss sayings that reinforce stereotyped masculine and femine roles*

How?

- The teacher provides the students with several sayings or adages that refer to destructive patterns in relationships between men and women and/or undermine the value of one sex or the other like the examples on following pages.
- The students suggest other similar adages and sayings.
- The group discusses the meaning of each one and the message being transmitted.
- The students comment on the limitations that society imposes on men and women.
- Everyone suggests ways of making life for men and women more agreeable and humane.

For what?

So that boys and girls will be able to...

... discover certain social values regarding men, women and the relationships between both that may be perceived by analyzing certain adages and sayings.

... understand that aggression and disrespect in relations between men and women contribute nothing to human and social development.

... develop more constructive and enlightening ideas toward their own and the other sex.

... contribute to making the world more free and humane.

... **and...**

With what?

✓ Adages and sayings.

✓ Critical judgment.

✓ Lots of respect and a genuine desire to change inadequate attitudes and behaviour.

Adages

Now women are troublesome cattle to deal with mostly.

Man is the hunter; woman is the game.

A woman can throw out on a spoon more than a man can bring in on a shovel.

Let men say whate'er they will, woman, woman, rules them still.

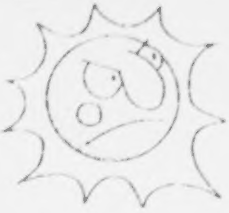
Women's light thoughts make their husband's heavy heads.

Man for the field and woman for the hearth.

Every man knows that a woman has a dozen different ways to make him happy and a hundred to make him unhappy.

The wife that expects to have a good name is always at home as if she were lame.

Women are to be talked to as below men, and above children.



Man is fire, woman the tow...

TEACHER:
You may complete these spaces with other "things that people say."

Title **Who Can Do This?**

Objective *To highlight the free, creative and equal participation of men and women in housework and other sorts of activities*

How?

- While showing a poster or drawing of a family with different types of members (men and women of various ages), the teacher asks who can do different things, such as sweeping the floor, cooking, crying, laughing, studying, working, etc.
- The children discuss their answers with the teacher, who emphasizes that anyone can do any of the things that were mentioned if he/she wants to and learns.

For what?

So that boys and girls will be able to...

... understand that daily life should not be divided into masculine and feminine activities.

... avoid feeling unable to do some things, or forced to do others, simply because they are male or female.

... realize that work is neither masculine nor feminine.

... understand that human relationships are enriched by solidarity between the sexes.

... understand that male and female forms of behaviour vary according to the place, culture and time.

... **and...**

With what?

✓ Imagination to identify situations that the children encounter in their daily lives and reevaluate the messages that reach them on the subject.

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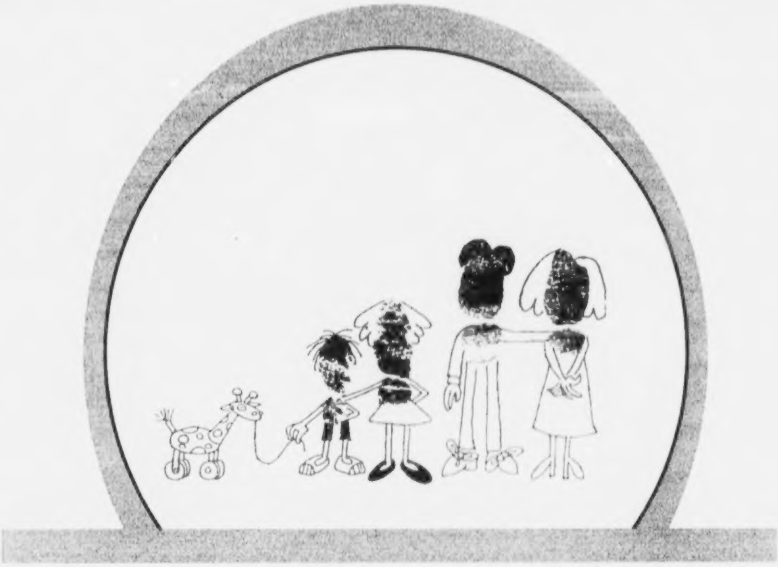
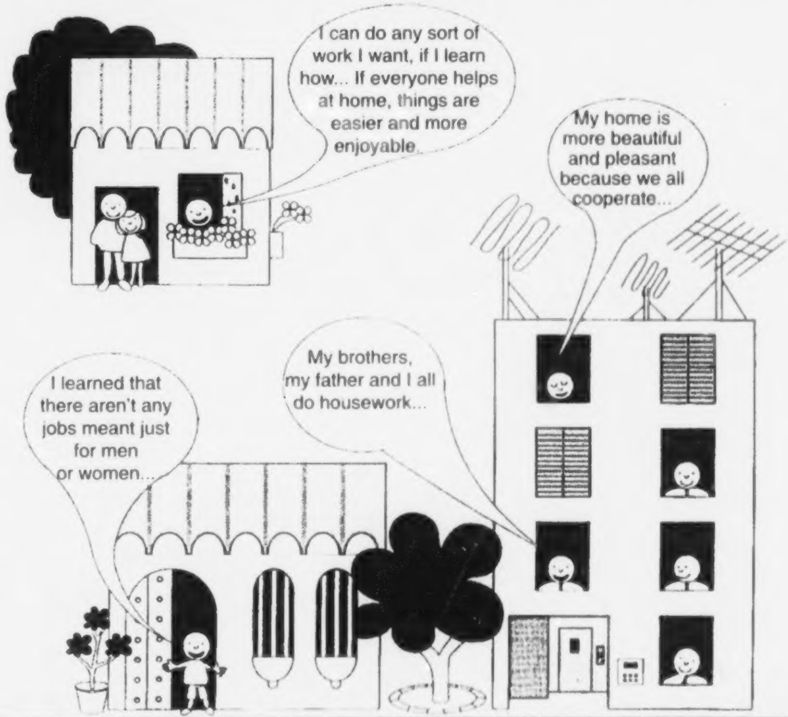


Who can do this?... Care, go for a walk, cook, look after babies, make older people happy, love, laugh, help with the housework, be responsible, be affectionate, study and learn?

All of us, men and women, can share things.


I can do any sort of work I want, if I learn how... If everyone helps at home, things are easier and more enjoyable.
My home is more beautiful and pleasant because we all cooperate...
I learned that there aren't any jobs meant just for men or women...
My brothers, my father and I all do housework...

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CONTENT AREA 2

Enhancement of status of girls and women

Objectives

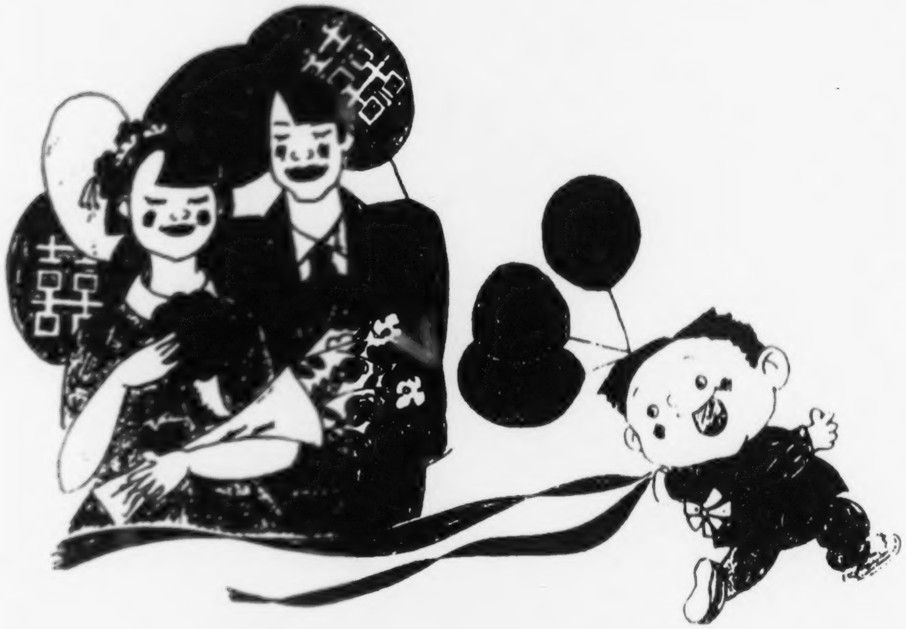
1. *To identify and examine values that discriminate against the status of women and girls.*
2. *To understand the contribution of girls and women to family welfare and society.*
3. *To understand the importance of girl's education for the improvement of herself, the family and society.*
4. *To develop awareness and appreciation of equal participation of men and women in decision-making at family, community and national level.*
5. *To develop equal opportunities for men and women in employment.*
6. *To develop awareness of existing legislation regarding equal opportunity and non-discrimination.*
7. *To understand that women's participation contributes significantly to national development.*

Title **Women and Population**

Objectives

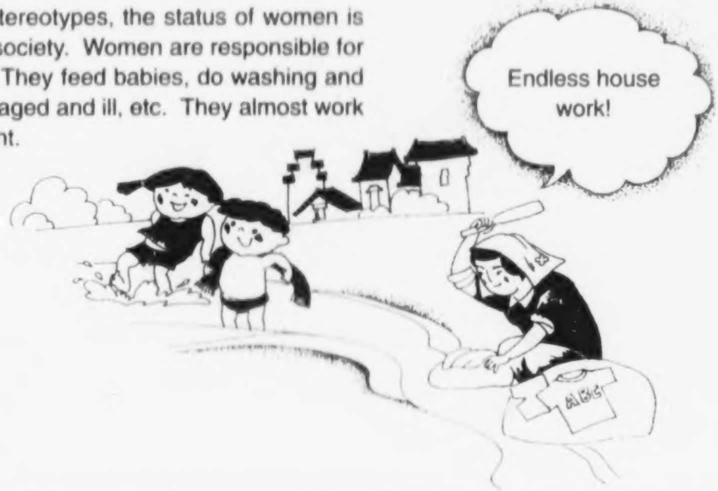
1) *To identify and examine values that discriminate against the status of women and girls*
2) *To understand the contribution of girls and women to family welfare and society*
3) *To understand the importance of girl's education for the improvement of herself, the family and society*

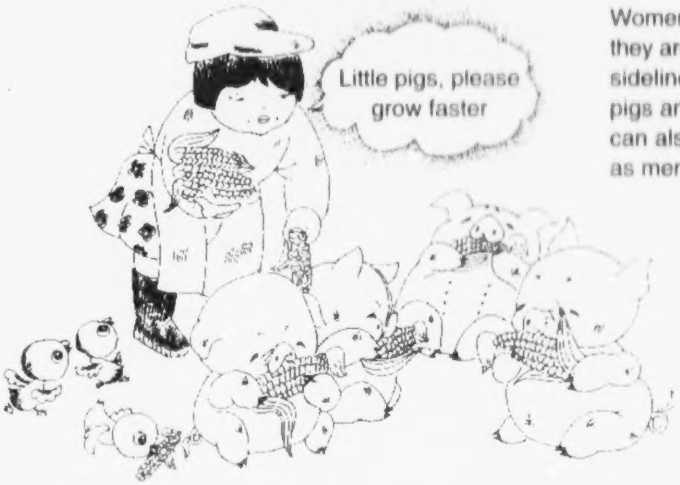
BOOK THREE WOMEN AND POPULATION



Reprinted from: Book three-Women and population. A set of rural adult school textbooks of population education. Beijing: Adult Education Department of State Education Commission and Harbin Adult Education College, 1994

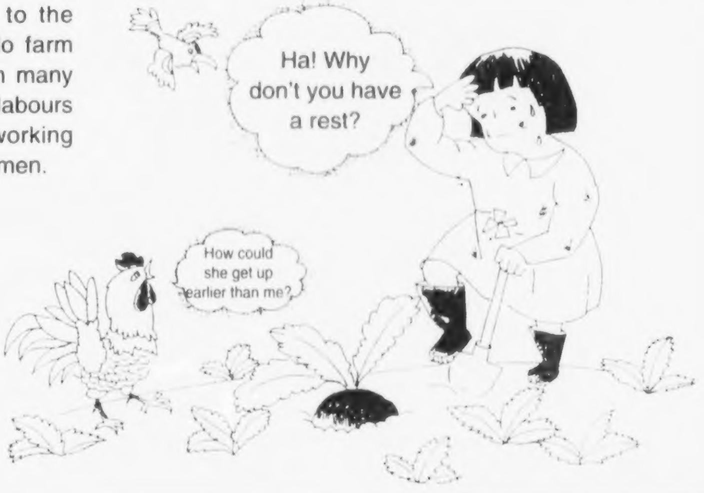
Due to the influence of stereotypes, the status of women is low both at home and in society. Women are responsible for the heavy house-works. They feed babies, do washing and cooking, take care of the aged and ill, etc. They almost work hard from morning till night.


Endless house work!

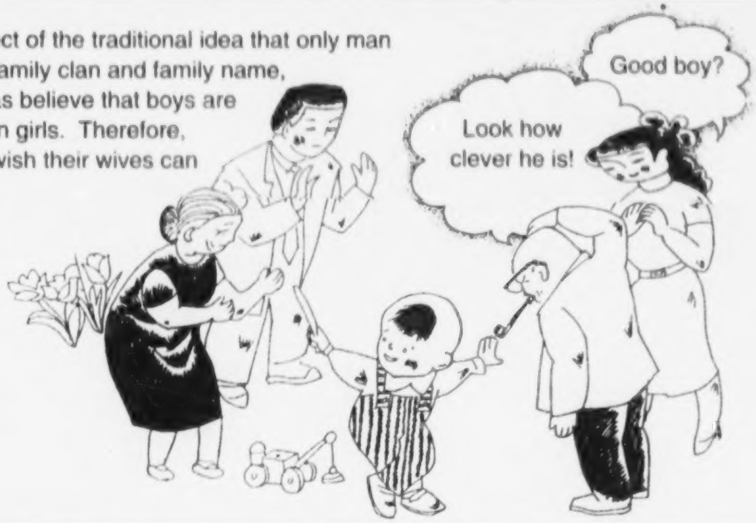

Little pigs, please grow faster

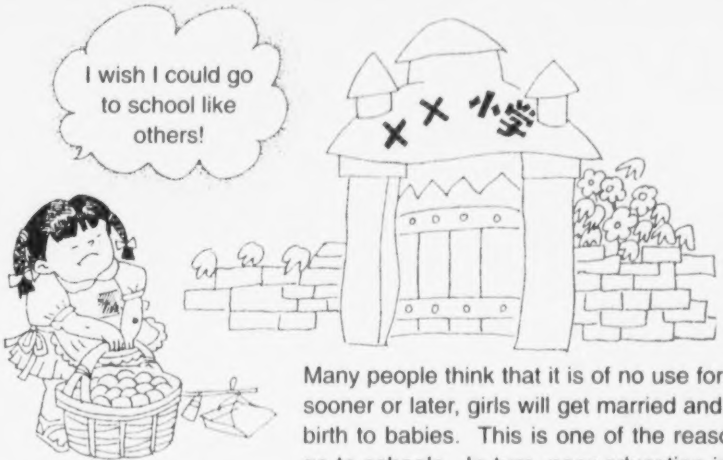
Women not only do the house-works, they are also responsible for household sideline production, such as keeping pigs and chickens. Therefore, women can also bring in income for the family as men do.

In rural areas, in addition to the household works, women do farm works together with men. In many places, women are the main labours for farming. In fact, their working hours are longer than that of men.

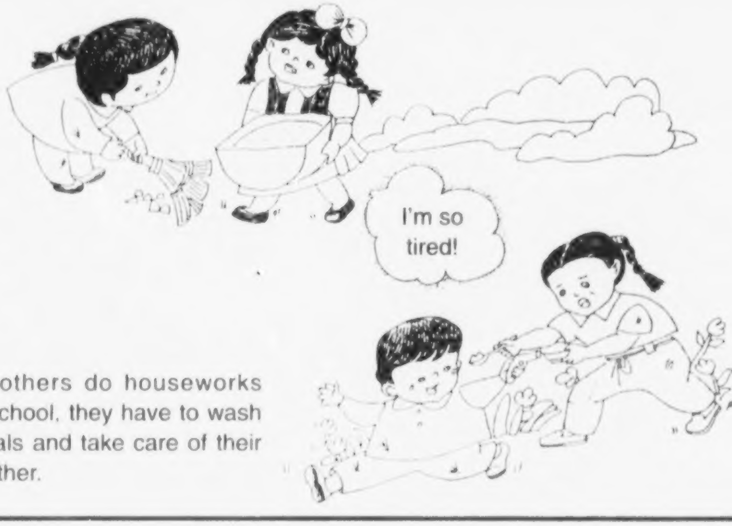

Ha! Why don't you have a rest?
How could she get up earlier than me?

Because of the effect of the traditional idea that only man could pass on the family clan and family name, people in rural areas believe that boys are more important than girls. Therefore, almost all of them wish their wives can *give birth to boys.*


Good boy?
Look how clever he is!

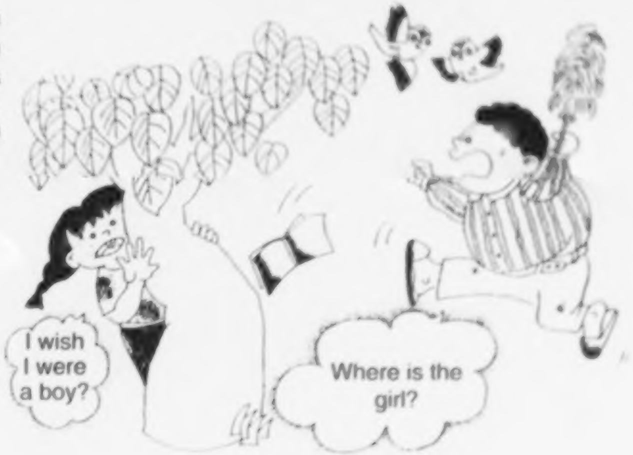

I wish I could go to school like others!
××小学

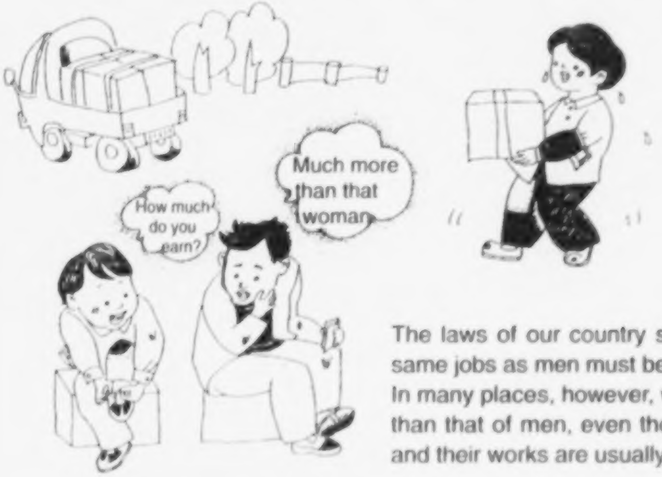
Many people think that it is of no use for girls to go to school, since sooner or later, girls will get married and what they will do is to give birth to babies. This is one of the reasons why many girls cannot go to schools. In turn, poor education is one of the reasons which result in the low women's status.



Many girls help mothers do houseworks instead of going to school, they have to wash clothes, prepare meals and take care of their younger sister or brother.

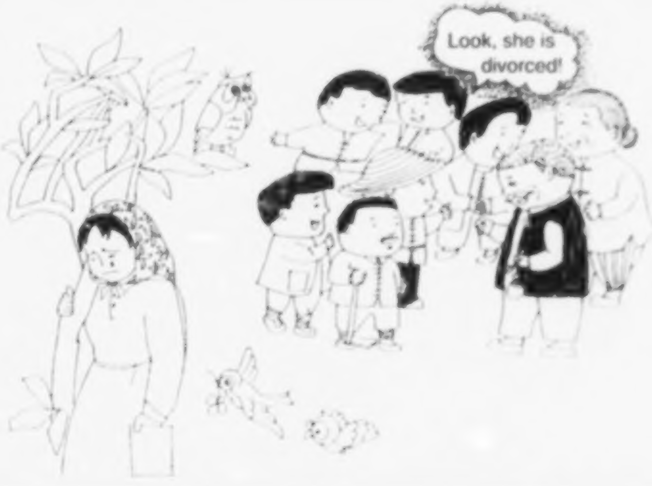
In rural areas, the feudal idea that men is superior to women is widely spread, so boys generally enjoy better treatment. They have the advantages of having better food and clothes.


I wish I were a boy?
Where is the girl?

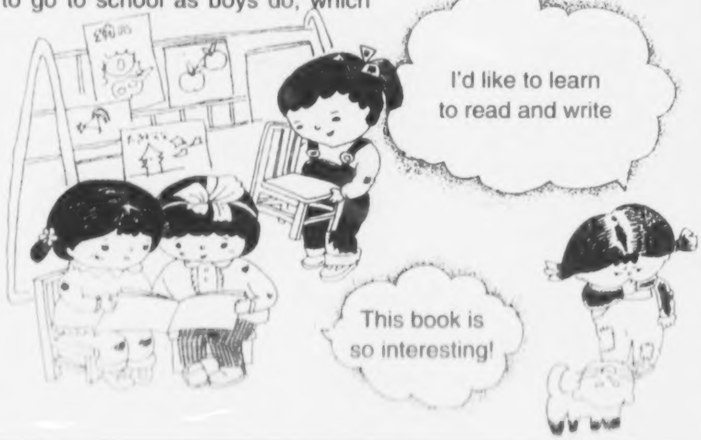

How much do you earn?
Much more than that woman

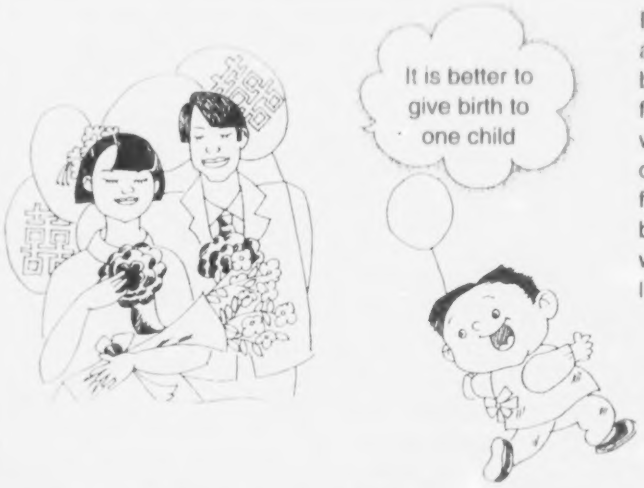
The laws of our country stipulate that women who do the same jobs as men must be given the same salaries as men. In many places, however, women's salaries are much lower than that of men, even though they work harder than men and their works are usually very dirty and are the hard ones.

The double standard of marriage discriminate against women. A divorced woman is generally looked down upon and it is hard for her to get married again, while it is proper for a man to divorce his wife and he is able to marry again easily.


Look, she is divorced!

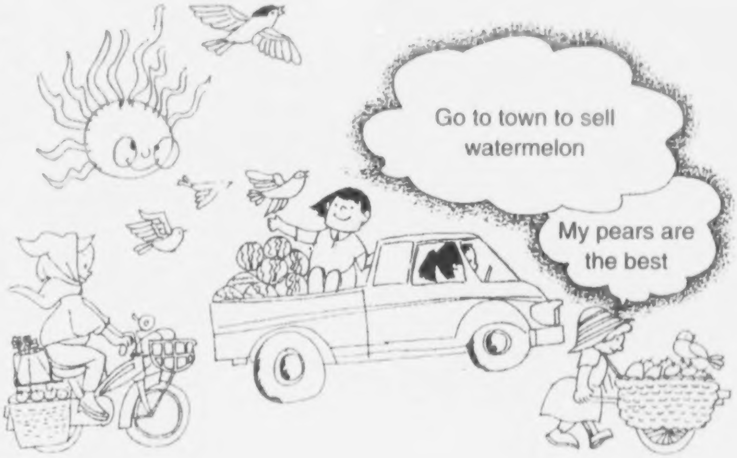
The low level of education is one of the reasons which result in the low status of women. Compulsory education of 9 years is written in law, so girls have the right to go to school as boys do, which ensures all girls have the opportunity to be educated. Women should study hard, they should learn skills and attend training classes. The educated women with knowledge and skills can have more chances to find jobs. In turn, with their own income, they can become independent economically and have power for family decision.

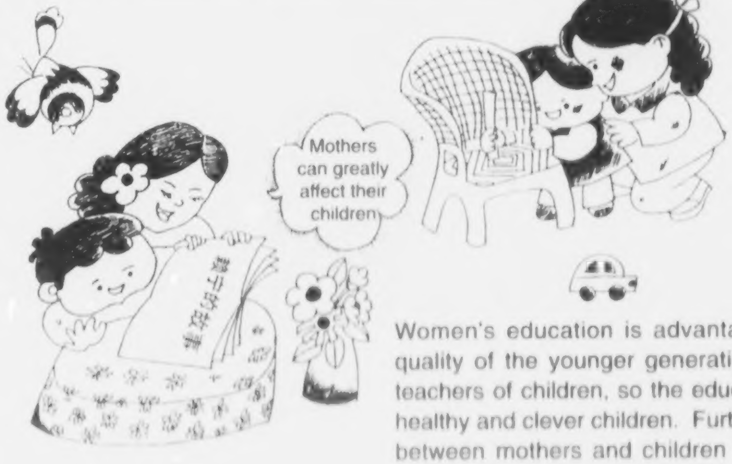

I'd like to learn to read and write
This book is so interesting!


It is better to give birth to one child

Early marriage and early childbirth affects women's health. Women will be bound to family and be prevented from finding a job. On the contrary, women of delayed marriage and childbirth have more time and energy for education and have more and better chance of employment. In this way, they can possibly obtain a better living condition.

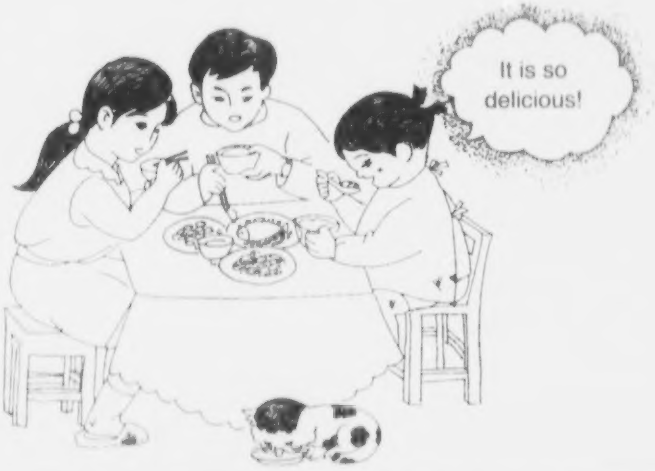
Women must have their own income so that they can participate in family decision. They should throw away the old idea of "depending on her parents before marriage and on her husband after marriage".


Go to town to sell watermelon
My pears are the best

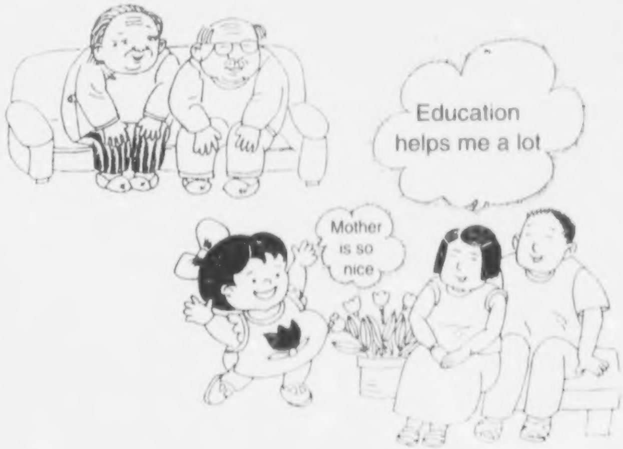

Mothers can greatly affect their children

Women's education is advantageous to the population quality of the younger generation. Mothers are the first teachers of children, so the educated mother can bring up healthy and clever children. Furthermore, since the relation between mothers and children is the most intimate one, mothers' behaviours can mostly affect children.

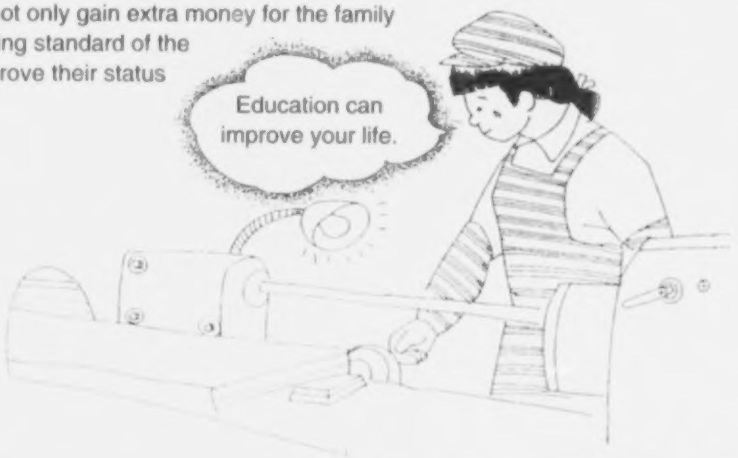
Women should learn to prepare family food rationally and scientifically. Women should also pay enough attention to home hygiene and keep the family clean, so as to keep the family members in good health. The family members, therefore, will have less chances of falling ill, which is the base for happy family life.


It is so delicious!

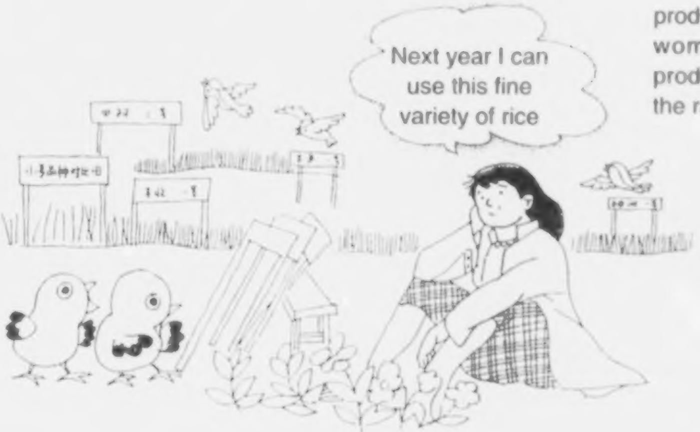
Women are responsible for daily expenses, the educated women are able to make use the limited money rationally and make adequate arrangements for expenses of living and production.


Education helps me a lot
Mother is so nice

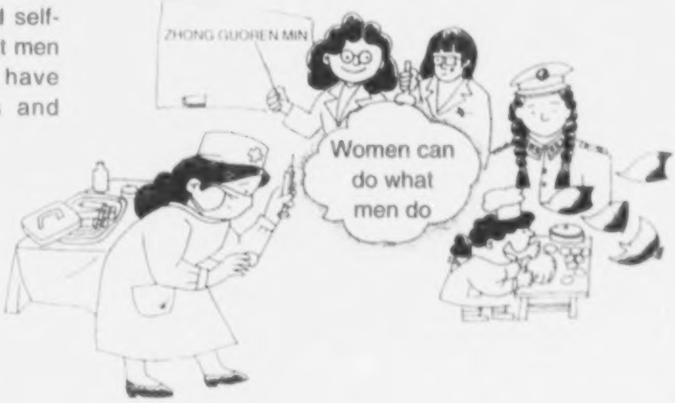
Educated women will have more opportunities of employment. Educated women can not only gain extra money for the family so as to improve the living standard of the family, but can also improve their status in a family and society.

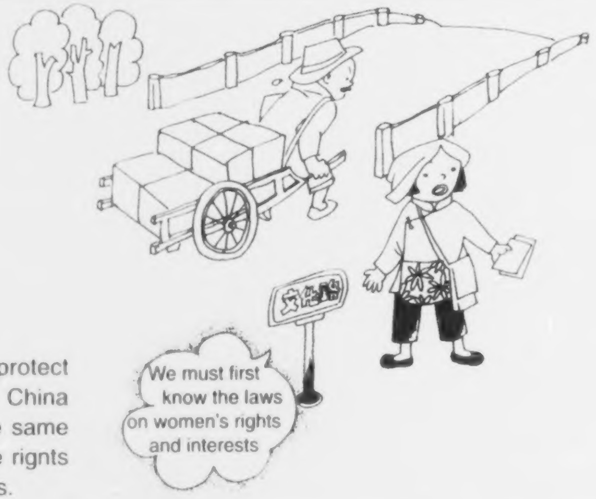

Education can improve your life.

Since women take part in productive labour, the educated woman can improve the production methods and raise the rate of production.


Next year I can use this fine variety of rice

Women should have their own careers and should be self-respect, self-independent, self-estimate and self-regarding. Women can do what men do. Many women in China have become managers, doctors and scientists with their own efforts.


ZHONG GUOREN MIN
Women can do what men do


文化路
We must first know the laws on women's rights and interests

Women should make use of laws to protect themselves. Constitution and laws in China stipulate that women enjoy exactly the same rights as men. Those who infringe the rignts of women must be punished by the laws.

Title **The Changing of a Girl's Life**

Objectives

1) *To lead readers to understand the importance of girls' education*
2) *To show that women can learn and achieve competence in technical skills*
3) *To help women build up self-confidence*

SUMMARY:

In accordance with old customs, Xi Mei is kept at home to do housework. But she is determined to go to school. Finally, she obtains her parents' consent. She studies hard and has fine results. Using her knowledge, she helps her family get richer.

She goes on to a technical course and becomes the first woman technician in the county. Xi Mei's story encourages villagers to send their girls to school.

MESSAGE:

Girls should be educated and enjoy their parents' support in their studies. By acquiring knowledge, they become more able to help the family and entire communities.

ILLUSTRATIONS:

Pictures show how much Xi Mei wants to go to school and how hard she studies. Later, all kinds of help that Xi Mei provides to her family are shown. In the end, villagers are shown sending their girls to school to follow Xi Mei's example.

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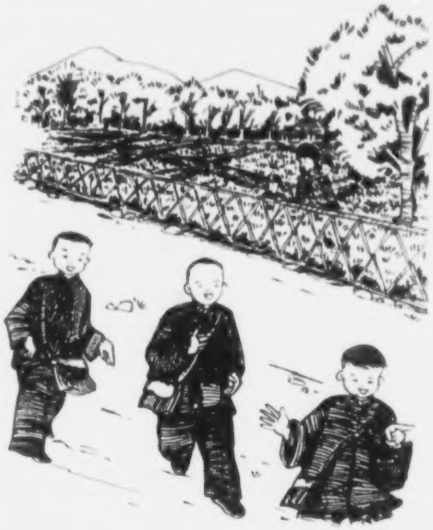
* UNESCO PROAP. The changing of a girl's life: a booklet developed at the Writing Workshop for Development of Reading Materials for Women's Self-Reliance, Chiang Mai, Thailand, 17 July - 2 August 1991. Bangkok, 1992. 1-21 p.

In the Phoenix Mountain, there is a village. In the village, for generations only boys were sent to school. Girls stayed at home to do housework. They looked after younger brothers and sisters, did some sewing, cooking and washing. When they grew up, they were married off.

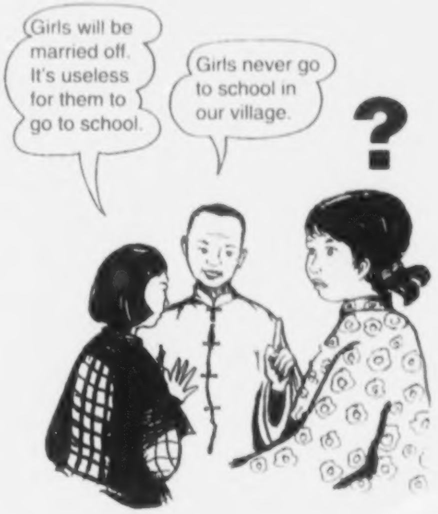


WHY DO GIRLS HAVE TO STAY AT HOME?

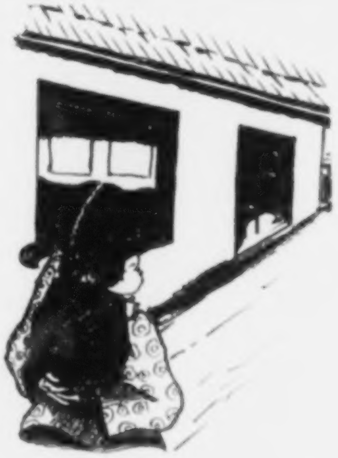
In the village, there was a girl called Xi Mei. She was 13. In her family, there were five people, father, mother, Xi Mei and her two younger brothers. The older brother was sent to school, but Xi Mei had to stay home to look after her youngest brother, feed the pigs, and do other housework.

Xi Mei wanted to go to school like the boys did. She asked her parents: "Why can't I go to school?"

She cried. She said loudly to her parents: "I want to go to school! Why can't I go to school?"


Girls will be married off. It's useless for them to go to school.
Girls never go to school in our village.
?

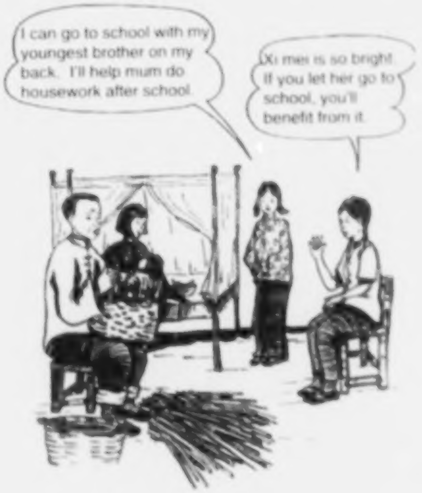
WHY CAN'T GIRLS GO TO SCHOOL?



EVERYBODY SHOULD GO TO SCHOOL?

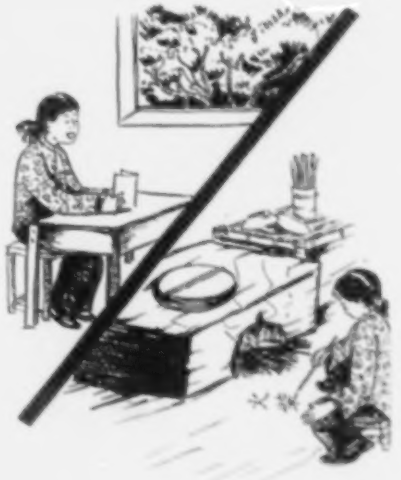
Xi Mei was so eager to go to school. Sometimes, she walked there with her youngest brother on her back. She hid outside the classroom to listen to the class. The teacher was moved. She let her into the class with her youngest brother on her back.

XI MEI BEGGED HER PARENTS AGAIN TO LET HER GO TO SCHOOL. THE PARENTS FINALLY AGREED.


I can go to school with my youngest brother on my back. I'll help mum do housework after school.
Xi mei is so bright. If you let her go to school, you'll benefit from it.

PARENTS SHOULD SEND THEIR DAUGHTERS TO SCHOOL.

XI MEI HAPPILY WENT TO SCHOOL. SHE WORKS VERY HARD. IN EVERY EXAM, SHE HAD BETTER MARKS THAN THE BOYS. ALL TEACHERS PRAISED HER.

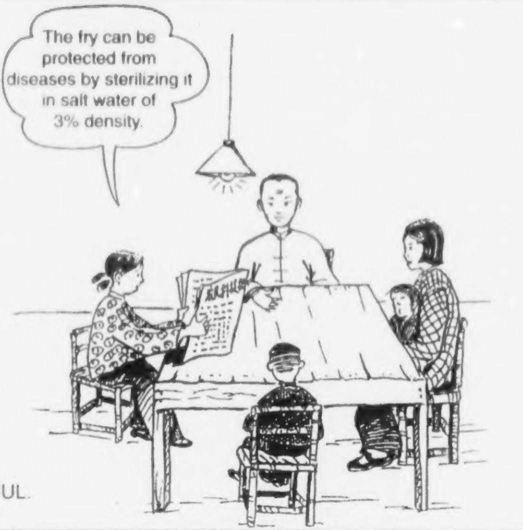


STUDY HARD AND MAKE PROGRESS EVERYDAY.

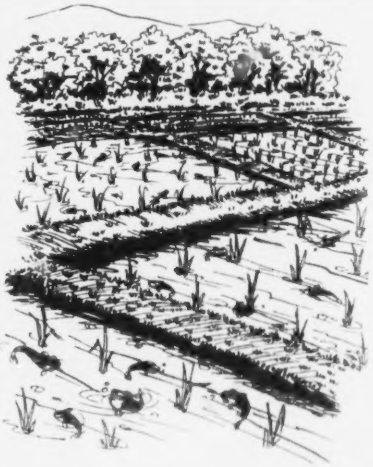
One evening, Xi Mei's parents were talking about raising fish in the rice fields. The mother said: "Tomorrow we should go to buy some fry in the town, what do you say?" The father answered in doubt: "Last year, we bred twice, but many died. We lost a lot of money. This time, can we do it better?"

"I know how to do it better." Xi Mei answered with confidence. Her parents didn't believe her.

She read the newspaper and made her parents understand the scientific way of fishraising in the field.


The fry can be protected from diseases by sterilizing it in salt water of 3% density.

BEING LITERATE IS USEFUL.

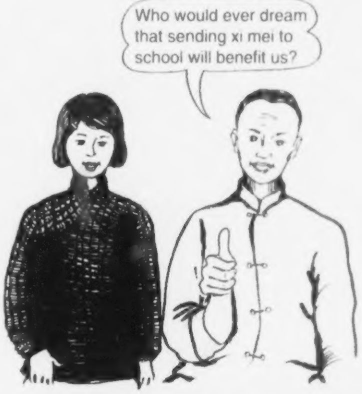


KNOWLEDGE HELPS PROMOTE PRODUCTION.

THIS YEAR, XI MEI'S FAMILY HAD A GOOD HARVEST OF BOTH RICE AND FISH. THE FAMILY'S INCOME INCREASED MORE THAN 600 YUAN. EVERYBODY WAS HAPPY.

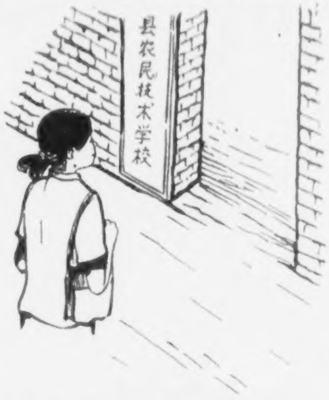
Xi Mei learned a lot in school. At home, she read many books by herself. She told her parents about what she read, like pig raising. Xi Mei and her parents earned more and more money each year.

XI MEI'S PARENTS WERE VERY PROUD OF THEIR DAUGHTER. THEY WERE DETERMINED TO LET XI MEI CONTINUE HER STUDY IN SCHOOL.


Who would ever dream that sending xi mei to school will benefit us?

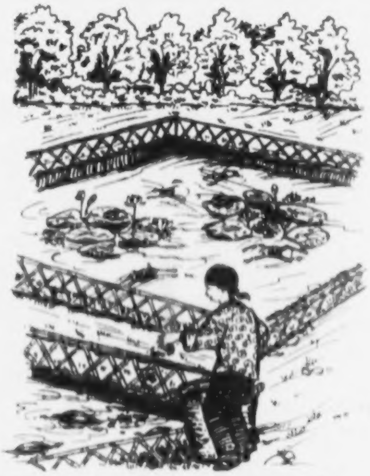
WOMEN HAVE GREAT POTENTIALS.

XI MEI IS NOW 18. SHE ATTENDED A TECHNICAL TRAINING COURSE IN TOWN. SHE LEARNED COURTYARD RAISING AND BREEDING TECHNIQUES.



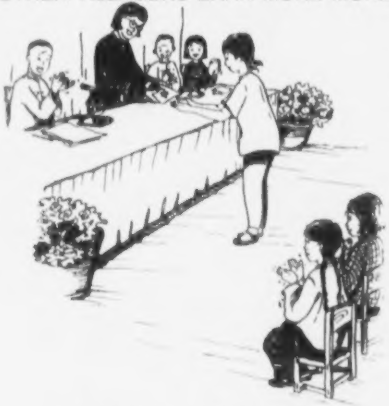
FURTHER TRAINING IS NECESSARY.

Xi Mei practiced what she learned. She dug several ponds in front of their house. She raised soft-shelled turtles and bullfrogs in the ponds. Her family became richer and well-known in the area. The family's income was over 10,000 yuan since then.



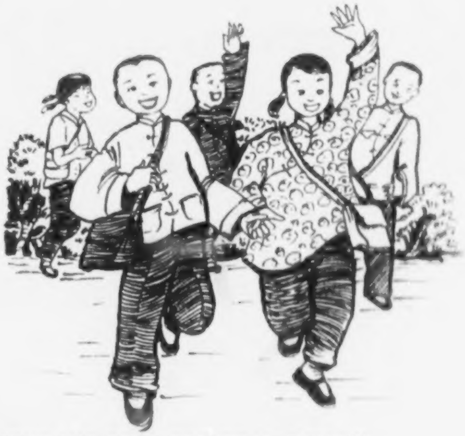
SCIENCE LEADS TO A BETTER LIFE.

XI MEI BECAME THE FIRST WOMAN TECHNICIAN IN THE COUNTY. SHE IS NOW WORKING HARD TO HELP OTHER VILLAGERS EARN MORE MONEY.



WOMEN CAN BE TECHNICIANS.

ALL VILLAGERS THINK THAT XI MEI IS INTELLIGENT AND COMPETENT. THEY ALL WANT TO SEND THEIR DAUGHTERS TO SCHOOL NOW.



BOYS AND GIRLS CAN GO TO SCHOOL TOGETHER.

Questions

1. Why didn't the girls in the village go to school?
2. How did Xi Mei get to go to school?
3. In what way did Xi Mei help her family?
4. What kind of changes took place in Xi Mei's family? Why?
5. Why do the other villagers now want to send their daughters to school?
6. In your village, do girls go to school?
7. Do you know girls who don't go to school? Why?
8. Do you know of any girl like Xi Mei?
9. If you have a daughter, would you send her to school?

Title	**Educated Girls Are Assets**
Objectives	*1) To develop skills in making a list of five jobs an educated girl can have* *2) To identify advantages and opportunities that girls can derive from being educated*

Stages	Time (mins.)	Teaching Notes	Grouping	Resources
Review	10	The teacher asks each learner to talk about their interactions with the family. She will highlight on the questions which the learners were not able to answer.	Whole class	
I	10	The teacher will show to the class pictures of a – doctor – teacher teaching girls – Anganwadi worker with clean and healthy children – woman in a poultry farm with basket of big eggs She will ask learners about each picture. – What do you see? – What does each of the women do? – What type of education do they have? – What can they earn? – How could they help each other?	Whole class	Charts of educated working women
	20	Discussion in small groups with the help of questions like the following – How are these girls different from our daughters? – What are some of the other work educated girls can do? – Can your daughter do any of this work when she grows up? – How can you help your daughter do the work which brings more income to the family? – How can educated girls contribute to the prosperity of the village?	Small group	Paper

ST COPY AVAILABLE

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[*] UNESCO. Why not educate girls: a sample curricular unit developed at the second Regional Workshop for the Conduct of Skills-based Literacy Programme for Women. Hua Hin, Thailand, 11-30 November 1991. Bangkok, 1992. 5-13 p. (Self-reliant Women Series)

Stages	Time (mins.)	Teaching Notes	Grouping	Resources
Presentation	10	The teacher will go around and guide the discussion. Group leaders present the list of discussions. The teacher writes different jobs that an educated girl can do.	Blackboard and chalk	
S	10	The teacher summarizes by highlighting on the follwing – Girls have a variety of choices open to them after they are educated. – They can improve their farms with new seeds and fertilisers. – They can start independent businesses. – They can be employed and do good work for the poor and uneducated. – They can make more money for the family. – They have confidence to communicate with educated people.	Whole class	
Reading	15	The teacher introduces the story 'Educated Women Have Great Potential' and asks the class to look at Workbook page 6. She asks the class to read the story. Learners read the story.	Group Individual	Workbook
Write	20	The teacher asks: – Why do you want to send your daughters to school? -- What type of work would you like your daughters to do? Learners write down in their workbook.	Individual	Workbook
Arithmetic	20	The teacher asks learners to open to page 4 of the Workbook. She reads the sum, writes one sum on the blackboard, and solves it with the help of learners. She also asks learners to do other sums.		
S	5	The teacher summarizes the text by highlighting that illiteracy is a curse. It is important to send both boys and girls to school. She sums up by saying that educated girls are an asset both to the family and the country. All of us must resolve to send our daughters to school and convince others to do the same. Because we, as a community, can all benefit from girls' education.		

LEARNERS' WORKBOOK

TOPIC: Girls' education is important.

OBJECTIVE: After completing the unit you will be able to:

(i) describe what a poor and illiterate family is like.

(ii) give five reasons why girls are not sent to school.

(iii) mention five paid jobs which an educated woman can do.

(iv) read and understand five words related to poor and illiterate families.

(v) write sentences by using given words.

(vi) read story written in simple language.

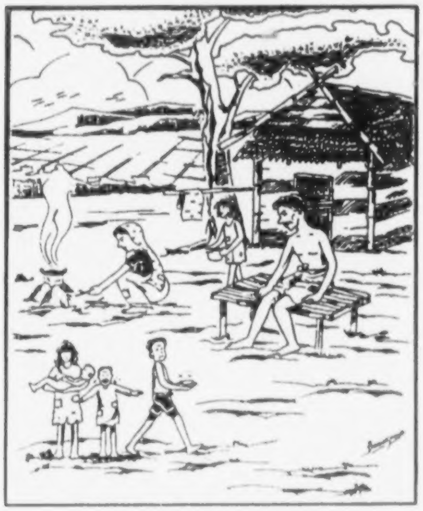
(vii) write five reasons why girls are not sent to school.

(viii) write a small paragraph on why learners will like to send their daughters to school.

(ix) solve simple addition and subtraction problems.

(x) share with at least two families the importance of sending their daughters to school.

TOPIC 1: POVERTY AND ILLITERACY.



MAKE SENTENCES BY USING FOLLOWING WORDS.

1) over-population

____

2) malnutrition

____

3) indebtedness

____

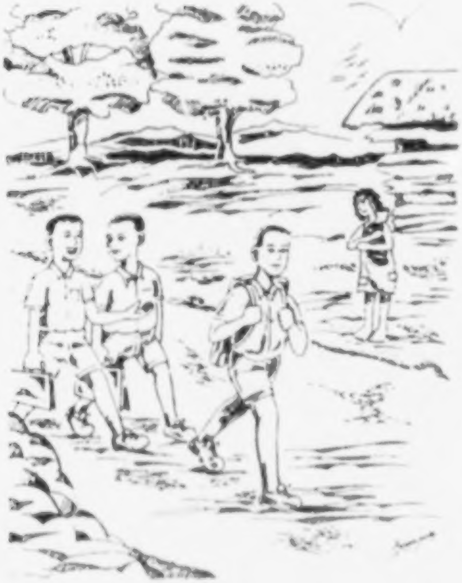
4) exploitation

____

5) violence

____

TOPIC 2: GIRLS AND BOYS ARE THE SAME.



READ: Story of Meera: The unlucky girl. (page 67)

WRITE: Five reasons why girls are not sent to school.

Girls are not sent to school because.....

1.

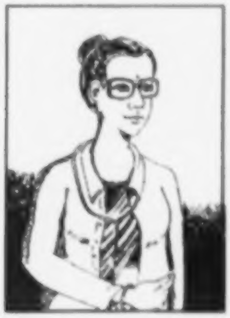
2.

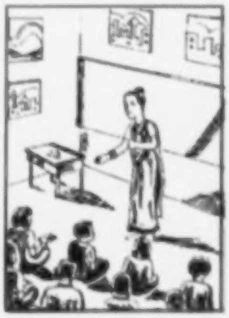
3.

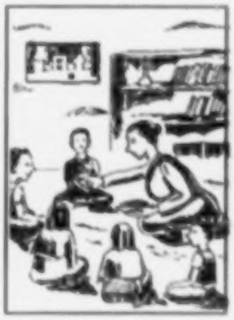
4.

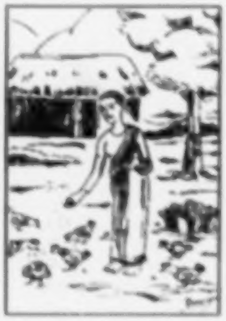
5.

TOPIC 3: EDUCATED GIRLS HAVE OPTIONS









READ: the story, "Women have great potential"

WRITE: a small paragraph on why you will like to send your daughter to school.

Given below are number of boys and girls in three schools.

Add number of boys and girls in each school.

	1)	2)	3)
BOYS	73	65	83
GIRLS	+ 22	+ 12	+ 12

Subtract the number of girls from the number of boys.

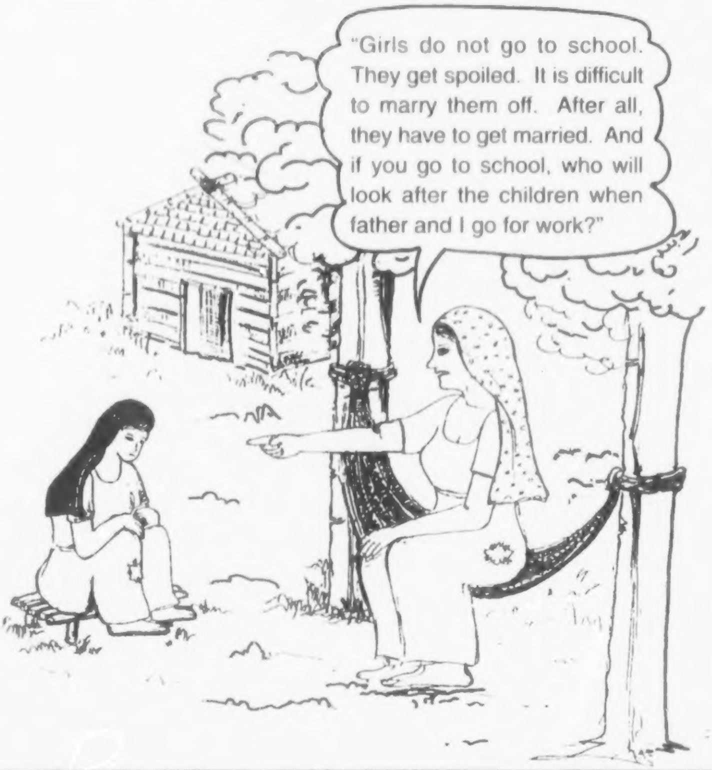
BOYS	73	65	83
GIRLS	− 22	− 12	− 12

RESOLVE

Next year we shall try to ensure that all boys and girls are in school in our village.

MEERA: THE UNLUCKY GIRL

Meera is a village girl. She was born in a poor family. Her two elder brothers, Ram and Shyam, went to school. Meera helped her mother in cooking, cleaning and fetching water. Everyday she would go to bring water from the pond. She also collected wood for fuel. When her mother went to work, Meera looked after her younger brother and sister. Meera wanted to go to school.


"Girls do not go to school. They get spoiled. It is difficult to marry them off. After all, they have to get married. And if you go to school, who will look after the children when father and I go for work?"

EDUCATED WOMEN HAVE GREAT POTENTIAL

I am Seeta. I was born in a poor and large family. My parents were not educated. I was not sent to school. My two brothers went to school. My sister and I helped our mother in doing housework. I looked after my two-year-old brother. I wanted to go to school. But I could not.

One day my friend, Gita, came to my house. She told my mother that I could go to evening school. I told my mother I could help her during the day. My mother agreed reluctantly.

I started going to school. I worked hard. My teacher told my mother that I could go to the big school in the village. My parents agreed. I worked hard. I got very good marks in high school.

I could study further to become a doctor. I could be a technician. I could study for a bank job. I wanted to help my parents. I became a teacher. I like teaching. I love children.

Now I earn good money. I help my parents in increasing the produce from the land. People trust me. They love me. I also love them.

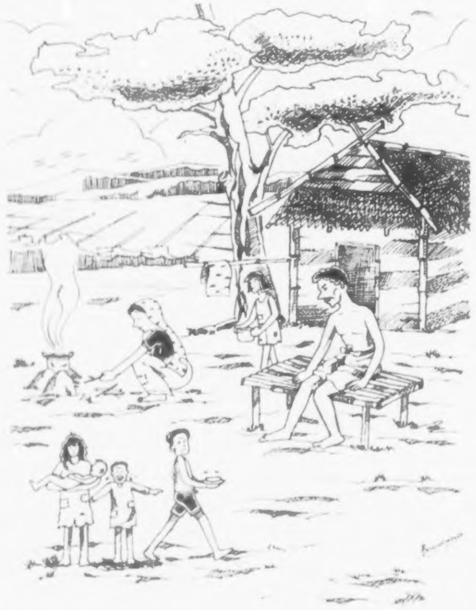
I will try to convince parents to send their daughters to school.

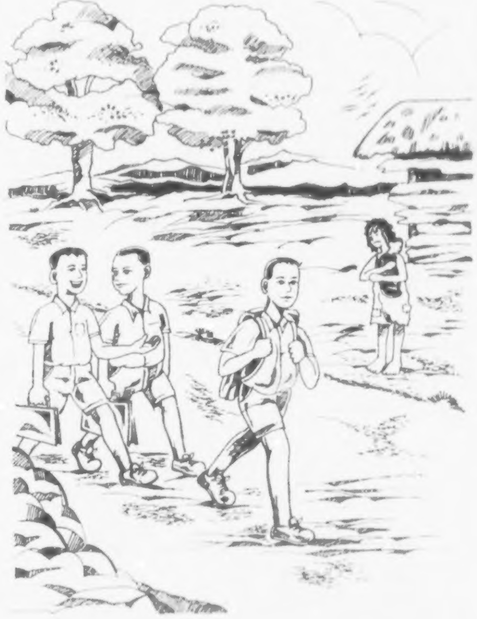
Educated girls make more money.

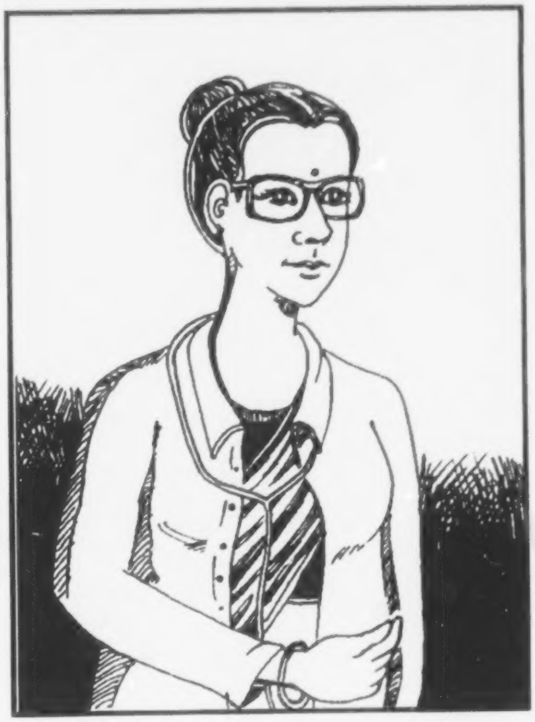
They can help parents.

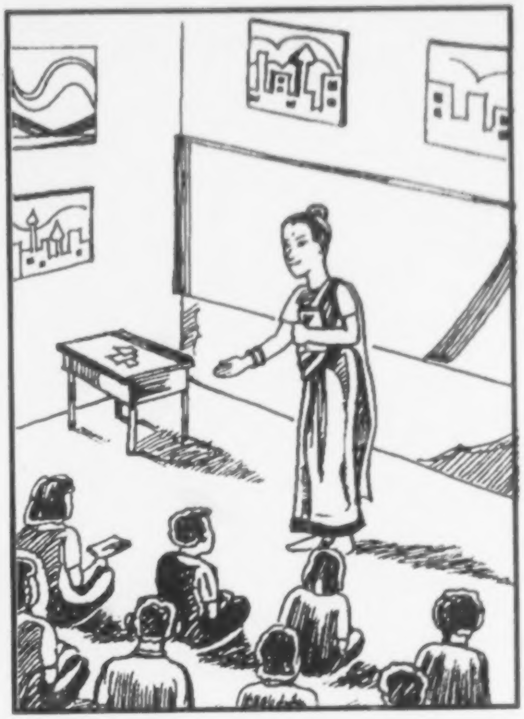
They are an asset to their family and their village.

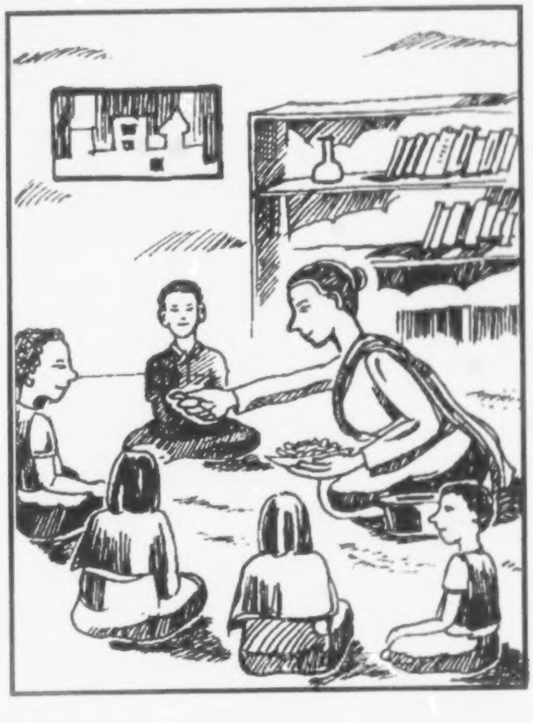
TEACHING MATERIALS

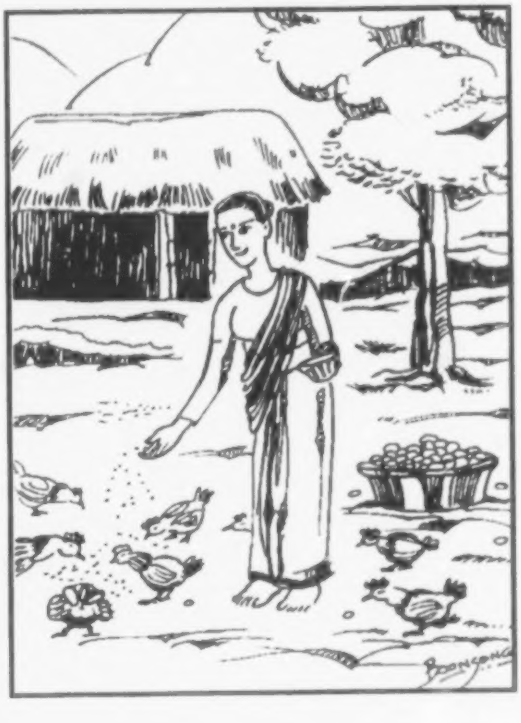











BOONSONG

CONTENT AREA 3

Adolescent sexuality education and HIV/AIDS education

Objectives

1. To develop and improve girl child's self-awareness, self-concept and self-esteem.
2. To develop responsible sexual behaviour.
    - To understand that there are many good reasons for delaying sex until girls and boys are older.
3. To develop skills for being assertive and to respond to negative persuasions.
4. To explain that sexual behaviour should be exercised with responsibility.
5. To understand what sexual abuse constitutes and how to prevent it happening to girls.

Title **Self-awareness**

Objective ***To provide students with rich learning experiences to improve self-awareness, self-concept and self-esteem***

Two meetings (120 minutes)

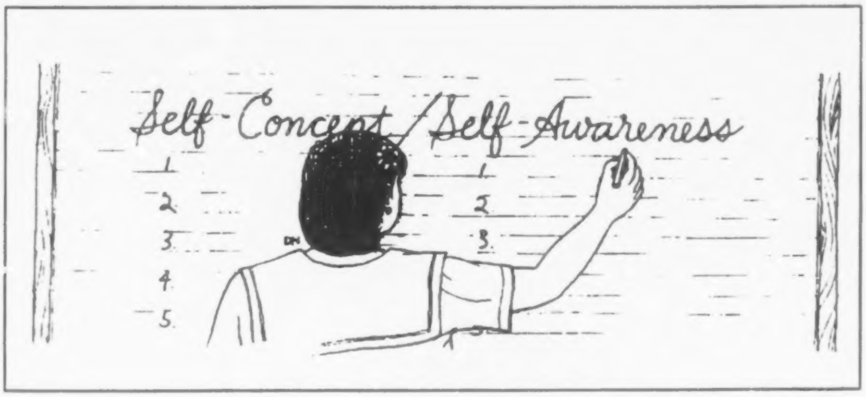
Reading: ☐ Myself: Who Am I and What Can I Do?

Activities: ☐ Incomplete Sentences

☐ Interview About Me

Topic Guide: **Meeting 1**

1. Ask the students about their understanding of self-concept and self-awareness. List their answers on the board.



2. Introduce the topic by discussing the reading "Myself: Who Am I and What Can I Do?" Integrate the definitions given by the students with the key concepts in the reading.

3. Distribute the activity "Incomplete Sentences."

4. Call on four or five students to share their answers in the class. From the answers given, identify the virtues and tell the students that what they enumerated are virtues. Define what virtue is as follows: "A virtue is a habitual and firm disposition to do good. Human virtues are firm attitudes, stable dispositions, habitual perfections of intellect and will that govern our actions, order our passions and guide our conduct according to reason and faith. They make possible ease, self-mastery and joy in leading a morally good life." Elaborate on each virtue mentioned.

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[*] Reprinted from "A guidance resource manual on the growing Filipino adolescent", a reference material for the use of secondary education homeroom teachers and guidance counselors. Module I, first year level. Manila: Department of Education, Culture, and Sports; Philippine Center for Population and Development, and UNFPA, 1994. 1-8 p.

5. Give other examples of virtues. You may wish to include the following: prudence, justice, fortitude, temperance, faith, charity, humility, patience, modesty, purity, chastity. Inform the class that there will be more thorough discussions of some of these virtues as they relate to the discussions in future sessions.

6. Tie up the discussion on virtues with ways to improve self-esteem.

    1. Speak up for yourself.
    2. Don't put yourself down.
    3. Take charge of yourself.
    4. Don't feel sorry for yourself.
    5. Do things for yourself.
    6. Be confident with yourself.
    7. Take care of your needs first.

7. Make the students realize that too much appreciation of self is dangerous. Let them reflect on these truths: "It is foolish to fix your heart on human favour and approval. What others think of you will often depend on what they themselves are, or how they feel at the time. Human favour is not always based on truth. To listen is to get to know how you are esteemed as you deserve."

8. Ask the students to summarize the day's session. Then do a final recap. Emphasize that, "The way we feel about ourselves influences the way we perform and the way others feel about us."

9. Assign the students to interview a parent, a brother/sister and a neighbour. Follow the instructions of the activity "Interview About Me."

Meeting 2

1. Review last meeting's discussion.

2. Perform the activity "Interview About Me." Ask the students to bring out their assignments and complete the "Interview About Me" box. (Follow the activity guide).

3. Ask the students to form into groups of five. Rearrange the chairs so that the students face each other. Let each one share with his/her group the following:

    ☐ 3 things other people like about you
    ☐ 3 things you like about yourself

4. Reconvene the whole class and summarize the activity.

5. Give a recap of the whole topic on self-concept, self-esteem and self-awareness.

Emphasize that self-evaluation equips an individual with the necessary information and provides direction to further his or her personal growth.

READING

MYSELF:
Who Am I and What Can I Do?

The teen years are a time for becoming independent, for "weaning oneself" from the family and establishing oneself among peers. Adolescence is also a transition period when physical changes are occurring and the child's body is maturing into adulthood. With all of these changes – social, emotional and physical – young people begin to ask themselves, "Who am I?" They go through a process of seeing themselves as different from others and yet, at the same time, they may be scared of being too different, fearing their friends will reject them. Still, adolescents want to be recognized as being unique and individual, respected and "grown-up."

Self-esteem, or how a person feels about himself or herself, is closely tied to one's family and environment, including social and economic background. When adolescents feel listened to, taken seriously, and genuinely cared for, their self-esteem is high. With love and support, they can feel valued and special.

However, if adolescents have been raised in an environment where important adults (parents, teachers, or others) have continuously criticized, corrected, or restricted them, they may lose faith in themselves. They may begin to doubt their own ability, believe they will never succeed in anything, and feel there are limited opportunities for their future. When young people feel they are unimportant, they may experience difficulty making decisions and plans for their lives. For example, a teenager who is feeling like a failure in school and unloved by his family will find it more difficult to establish new relationships.

The way young people feel about themselves also has a great deal to do with how they express themselves through activities and work. Their willingness to seek a job, their attitude on the job, their relationships with their employer and with other employees are all affected by how they see themselves and how they believe others see them. Work can contribute a great deal to self-esteem, and some studies cite work as the most significant source of personal identity for adults. By mastering a job, people feel they are contributing to society, especially in a society like ours where work means a great deal.

Knowing oneself and feeling good about oneself is a very important part of who someone is and how he or she behaves. It is for this reason that teens should be guided in their own self-discovery. They should be helped to know themselves better, find out what they like about themselves, and perhaps identify some things that they would like to change. Emphasis should be on providing opportunities for teens to discover *positive* qualities: personal strengths, physical attributes, and special skills or abilities for which they may not have received much recognition.

You, can help young people discover their uniqueness. For those teens in your class who come from a less supportive environment, your task may be more difficult. Their growth toward positive self-esteem may be slower, but the reward for both of you will be tremendous.

Key Concepts

☐ The way we feel about ourselves influences what we do with our lives.

☐ The way we feel about ourselves influences the way others feel about us.

☐ When we feel good about ourselves we can perform better and achieve more.

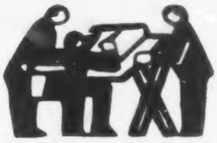
☐ Each of us has unique qualities and special strengths.

Teaching Tips

☐ Be sensitive to religious, ethnic and cultural differences – remember that a person's self-esteem is linked to family tradition, religions, language, social customs (i.e., dress, hair style) and other aspects of his or her cultural environment.

☐ Reward students whenever you have the opportunity – give them praise, recognition, a special privilege, increased responsibility, or anything that will let them know you value and care about them.

ACTIVITY
WORKSHEET



Incomplete Sentences

COMPLETE THE STATEMENTS:*

1. The reason I am a good human being is...
2. I am a good son/daughter because...
3. I am a good friend because...
4. Something that makes me a good student is...
5. I am pleased with my...
6. One skill I have is...
7. One thing that people like about me is...
8. One thing I like about myself is...
9. I am really good at...

---

* *Note:* The teacher may use bilingual means.

ACTIVITY

Interview About Me

Purpose:

To give students the opportunity to learn what positive qualities others see in them.

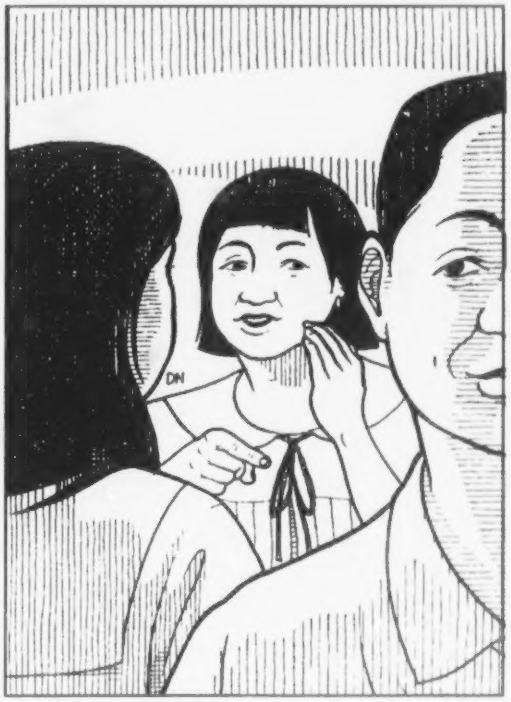
Materials:

Activity Worksheet, "Interview About Me."

Time:

At least one day for take home assignment; 30 minutes for group discussion.

Procedure:



Introduce this activity by telling your group that many times other people recognize our strengths even better than we do. Hand out the Interview Form and instruct the students to write their names in the center and then complete the box labeled "Myself" by writing in it those things which they like about themselves. Then tell them their task is to choose four other boxes on the form and "interview" the person described in it. During the interview, they are to ask the question "What three things do you like about me?" and record those answers in the appropriate box. Be sure you name a date and time by which the interview must be completed and arrange for a time to discuss this activity at your next meeting using the following discussion points.

Discussion Points:

1. Were you surprised to learn about some strengths you didn't know you had?
2. Were you disappointed if no one mentioned a strength you consider important?

   How can you make people more aware of that strength?
3. Did more than one person name the same positive quality about you?
4. Did you remember to tell people around you what you like about them?
5. How does it feel to learn what people like about you?

ACTIVITY
WORKSHEET

Interview About Me

In the box labeled "Myself," list three things *you* like about yourself. Then interview four of the remaining people and ask them to name any three things they like about *you* as a person. Write their answers in the appropriate boxes.

Myself	A parent or guardian	A brother or sister
An adult	________________ (Name)	A teacher
A neighbor	A male friend	A female friend

Note: All questions must be answered.

Title **Reasons to Say No**

Objectives
1) To know a variety of reasons for delaying sex
2) To appreciate what responsible sexual behaviour means

What the teacher does

1. Decide how to teach this activity.
    a) Provide each student with an activity sheet so that everyone can do the activity.
    b) Write the activity on the blackboard and have students do it on a plain piece of paper (only one activity sheet needed).
2. Have students choose the four reasons they think young people usually have for delaying sexual intercourse.
3. Take a poll, by show of hands and discuss with the students the top three or four reasons for delaying sex. You might want to ask:
    a) Why they chose each reason as the top three or four.
    b) Do they think their reasons might change as they get older? How?
    c) Which of the four would be the best or most important reason (take another vote) and why?

Additional preparation

Depending on your community, there may be other reasons for delaying sex than those listed in this activity. If so, you should include these in the list.

---

* Excerpted from:
1) School health education to prevent AIDS and STD: a resource package for curriculum planners (Teacher's guide). Geneva. World Health Organization & UNESCO, 1994.
2) School health education to prevent AIDS and STD: a resource package for

UNIT
2
STUDENT ACTIVITY
1

Reasons to say NO

Delaying sexual intercourse until: more responsible • older • in a sure relationship with one person • married

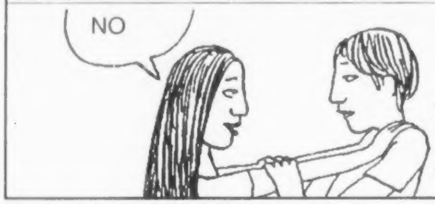
Why?

There are many good reasons for delaying sex until you are older. These are listed in the pictures below.

How?

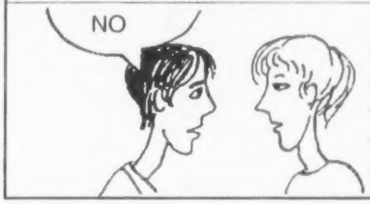
Pick 4 reasons young people usually have for abstaining from or delaying sexual intercourse, and place a (✓) in these boxes.

☐ **1. Fear of pregnancy**



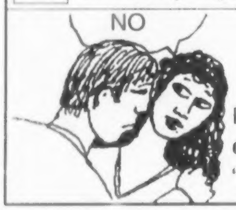
No sex, 100% effective

☐ **2. Fear of STD**



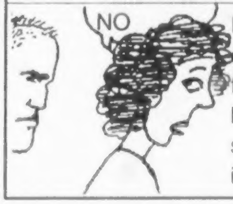
HIV and other STD are transmitted through sexual intercourse

☐ **3. Family expectations**



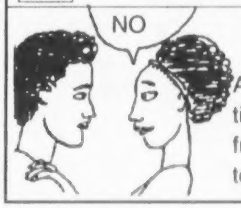
Parents expect "no sex"

☐ **4. Fear of violence**



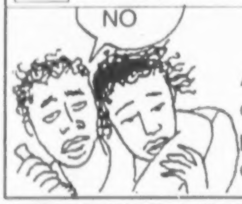
Possibility of being forced to have sexual intercourse

☐ **5. Friendship**



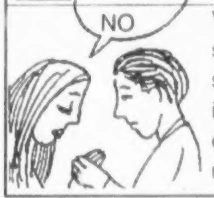
Allow time for friendship to develop

☐ **6. You/partner are drunk**



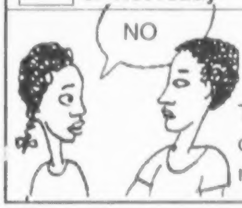
Alcohol can lead to poor decisions

☐ **7. Religious values**



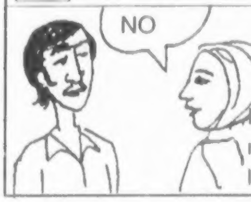
Values that say no to sexual intercourse outside marriage

☐ **8. Not ready**



Too young or just not ready

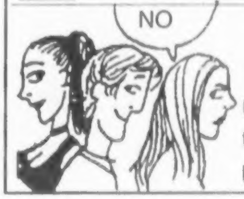
☐ **9. Not with right person**



Feel a need to be loved

Remember, there are other ways of expressing affection than sexual Intercourse

☐ **10. Wait until marriage**



Unable to trust your partner

To delay or not to delay (a, b)

Purpose Students should be provided with an opportunity to explore reasons for having sex or not having sex.

What the teacher does

1. Decide how to teach this activity.
    a) Provide each student in the class with an activity sheet and have them follow the instructions individually, in pairs or in small groups.
    b) Read the story of Stoli and Yarmella and ask students to evaluate, as you read them, each reason for saying "yes" as 0 = poor reason, or 1 = good reason. Do the same thing for reasons for Stoli and reasons for Yarmella to say "no". (Only one activity sheet needed.)
2. Encourage discussion by asking the questions in "Teacher asks". You will probably have to poll the class to determine the answers to some of these questions. Answers will vary from person to person and class to class.

Additional preparation

Try not to moralize or push students into making a decision that you think is right or proper. This will often cause students to rebel and take the opposite point of view. They should make their own decisions without pressure.

UNIT
2
STUDENT ACTIVITY
2

To delay or not to delay (a)

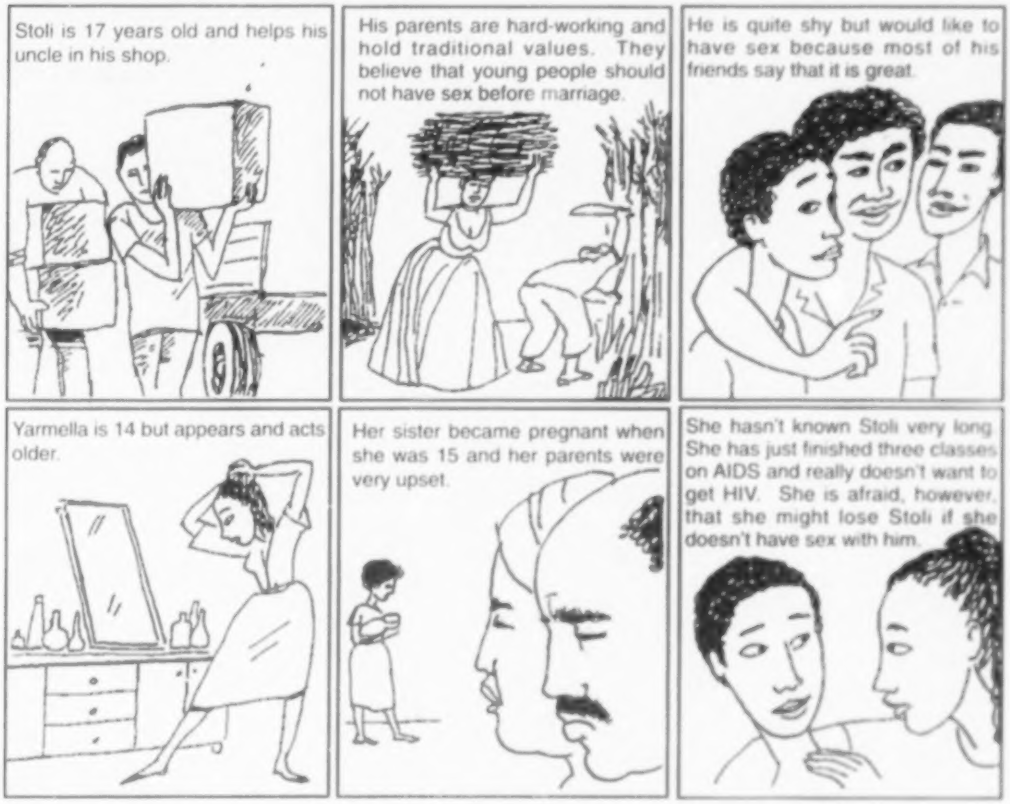
Why?

Decisions about sex are often made in a hurry and sometimes under the influence of alcohol. Decisions about sex should be well thought out. A decision made when calm and not pressured is more likely to result in behaviours that avoid pregnancy and/or HIV/STD.

How?

1. Read the story of Stoli and Yarmella. From the list of reasons in part 1 (next page) for saying "yes" to sex, check those that might be used by Stoli and Yarmella and then evaluate each reason as poor (0) or good (1). Discuss your choice with the rest of the class.
2. From the list of reasons for saying "no" in part 2 (next page), choose three that might be important for Stoli and three for Yarmella. Mark (Y) for Yarmela's reasons to say "no" and (S) for Stoli's.
3. Answer the questions at the end of the activity.

A story of Stoli and Yarmella



Stoli is 17 years old and helps his uncle in his shop.

His parents are hard-working and hold traditional values. They believe that young people should not have sex before marriage.

He is quite shy but would like to have sex because most of his friends say that it is great.

Yarmella is 14 but appears and acts older.

Her sister became pregnant when she was 15 and her parents were very upset.

She hasn't known Stoli very long. She has just finished three classes on AIDS and really doesn't want to get HIV. She is afraid, however, that she might lose Stoli if she doesn't have sex with him.

Yes or no? See next page

To delay or not to delay (b)

1. Reasons for saying YES

(**0** = poor reason; **1** = good reason)

☐ 1. To prove their love to each other

☐ 2. Fear that the relationship will break up

☐ 3. Curiosity about sex

☐ 4. Belief that everyone is having sex

☐ 5. Because it "feels right"

☐ 6. To be more popular

☐ 7. Because they are not afraid of becoming pregnant or getting an STD

☐ 8. Because both are comfortable with the decision

☐ 9. Money or presents

☐ 10. Fear of being "beaten up"

☐ 11. Because the partner convinces them that there will be no problems

2. Reasons for saying NO

(Mark **Y** for Yarmella's reasons and **S** for Stoli's).

☐ 1. Fear of pregnancy

☐ 2. Fear of an STD (like HIV)

☐ 3. Family expectations (not to have sex)

☐ 4. Fear of cancer (of the cervix)

☐ 5. Friendship (to allow to grow)

☐ 6. There are other forms of affection

☐ 7. Religious values (don't approve of sex)

☐ 8. Not ready (perhaps too young)

☐ 9. Not with the right person

☐ 10. Wait until marriage

Teacher asks

1. How many of your reasons in part 1 were good (1)? How many were poor (0)? How did the rest of the class feel about the reasons for saying "yes"?
2. Did the reasons for Stoli and Yarmella differ in part 2? If yes, why?
3. In part 2 what do you think the one most important reason to delay sex would be for Stoli and for Yarmella?
4. What would be two reasons for returning to abstinence if you were already having sex?

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2
STUDENT
ACTIVITY
4

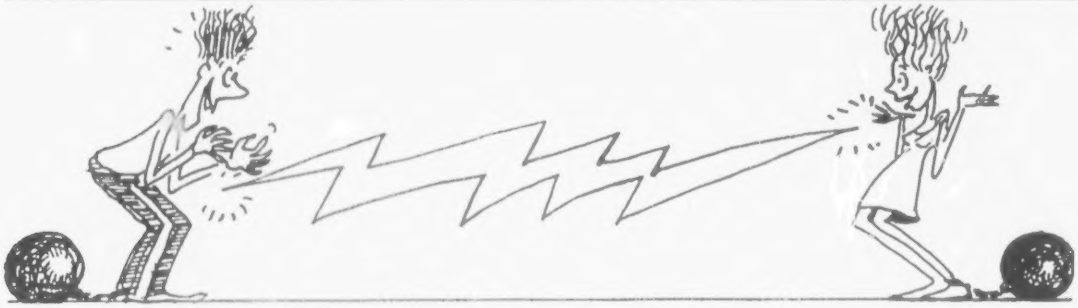
Guidelines:
Help to delay sex

Why?

Sometimes it is difficult to say "no" to sex or to delay sex. The guidelines below may help you with these decisions.

How?

Write in the boxes (E) for those things you would find easy to do, and (D) for those things you would find difficult to do.



☐ 1. Go to parties and other events with friends.

☐ 2. Decide how far you want to "go" (your sexual limits) before being in a pressure situation.

☐ 3. Decide your alcohol/drug limits before being in a pressure situation.

☐ 4. Avoid falling for romantic words and arguments.

☐ 5. Be clear about your limits – don't give mixed messages, e.g. by acting sexy when you do not want sex.

☐ 6. Pay attention to your feelings; when a situation becomes uncomfortable, leave.

☐ 7. Get involved in activities (e.g. sports, clubs, hobbies).

☐ 8. Avoid "hanging out" with people who might pressure you to have sex.

☐ 9. Be honest from the beginning, by saying you do not want to have sex.

☐ 10. Avoid going out with people you cannot trust.

☐ 11. Avoid secluded places where you could not get help.

☐ 12. Do not accept rides from those you do not know or cannot trust.

☐ 13. Do not accept presents and money from people whom you don't know very well.

☐ 14. Avoid going to someone's room when there is no one else there.

☐ 15. Explore ways of showing affection other than sexual intercourse.

Title **Am I Assertive?**

Objectives *To describe and recognize verbal and non-verbal aspects of assertive, passive and aggressive behaviour as an important first step in learning how to be assertive oneself.*

What the teacher does

1 Decide how to teach this activity.

a) Provide the information sheet for each student. Read the words and demonstrate, using body language, the non-verbal aspects of each behaviour.

b) Put the words "Passive", "Aggressive", "Assertive" on the blackboard and ask students to describe verbal and non-verbal characteristics of each behaviour. Write these under each type of behaviour.

2 You might want to demonstrate or have students demonstrate the verbal and non-verbal aspects of each behaviour – using the verbal and non-verbal descriptions on the activity sheet.

3 You could add the following points to your lesson:

Passive behaviour	**Assertive behaviour**	**Aggressive behaviour**
Passive feelings	*Assertive feelings*	*Aggressive feelings*
• helpless	• you feel better about yourself	• angry
• resentful	• self confident	• frustrated
• disappointed	• in control	• bitter
• anxious	• respected by others	• guilty or lonely afterwards
Passive outcomes	*Assertive outcomes*	*Aggressive outcomes*
• you don't get what you want	• you don't hurt others	• you dominate
• anger builds up	• you gain respect for yourself	• you humiliate
• you feel lonely	• your rights and others' are respected	• you win at the expense of others

UNIT
2
STUDENT ACTIVITY
8

Am I assertive?

What the peer leader (s) does

Peer leaders could be very helpful in suggesting additional characteristics of these three types of behaviour; and in demonstrating the three types of behaviours.

Additional preparation

Set up a role-play with your peer leaders that would demonstrate these three types of behaviours.

Who's assertive?

UNIT
2
STUDENT
ACTIVITY
9

Purpose Being able to recognize assertive, passive and aggressive behaviour in real-life situations is important for a person who wants to be assertive.

What the teacher does

1. Decide how to teach this activity.
    a) Provide an activity sheet for each student and have the students work on the activity individually, in pairs or in small groups.
    b) Read the two stories and ask the students to identify the behaviours of the three people in the stories (only one activity sheet is needed).
    c) Place the students in groups and give out one activity sheet for each group.
2. Give the students the answers to the questions about the three people in the stories.

◆ **Story 1**

Rob's behaviour is:	Passive
Why?	
What said?	"I know you'll think I'm crazy..." "Well, OK, I'll go".
How said?	Soft voice; low voice.
Body position?	Head down; hangs his head; eyes down; defeated.
Sulana's behaviour is:	Aggressive
Why?	
What said?	"You are crazy and not only that but you're stupid too".
How said?	Interrupts; loudly.
Body position?	Nose to nose; hands on hips.

◆ **Story 2**

Tana's behaviour is:	Assertive
Why?	
What said?	"Could we talk where no one is around" (privacy); Asks for feedback and takes other person's feelings into account.
How said?	Calm but firm.
Body position?	Sits straight; looks person in the eye.

3. If time permits, ask students to role-play these two scenes.

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ACTIVITY
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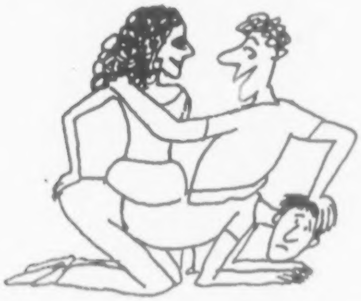
Am I assertive?

Why?

You are assertive when you stand up for your personal rights without putting down the rights of others. If you can do this you will be able to: 1) Say "no" without feeling guilty; 2) Disagree without becoming angry; 3) Ask for help when you need it. As a result you will feel better about yourself and have more honest friends and relationships.

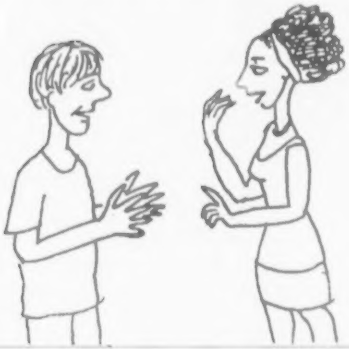
How?

Your teacher will help you to understand these three types of behaviour:



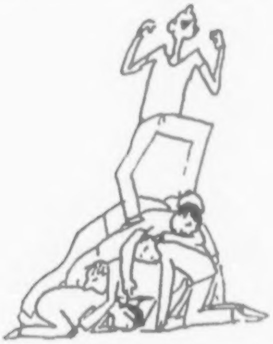
Passive

- Take no action to assert your own rights
- Put others first at your expense
- Give in to what others want
- Remain silent when something bothers you
- Apologize a lot



Assertive

- Stand up for your own rights without putting down the rights of others
- Respect yourself as well as the other person
- Listen and talk
- Express positive and negative feelings
- Be confident, but not "pushy"



Aggressive

- Stand up for your own rights with no thought about the other person
- Put yourself first at the expense of others
- Overpower others
- Get your own goals, but at the expense of others

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2
STUDENT ACTIVITY
9

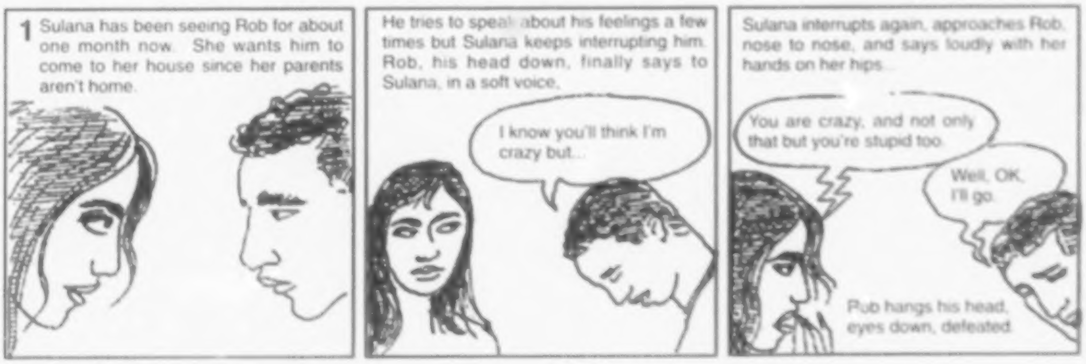
Who's assertive?

Why?

Since you now know the differences between being passive, aggressive and assertive, it is important to see if you can identify these differences in real-life stories.

How?

1. Read the two stories below.
2. Identify the type of behaviour (passive, aggressive or assertive) of each person in the story.
3. Explain how you identified the type of behaviour by describing: the content of what they said; the way they spoke; their body position


1
Sulana has been seeing Rob for about one month now. She wants him to come to her house since her parents aren't home.
He tries to speak about his feelings a few times but Sulana keeps interrupting him. Rob, his head down, finally says to Sulana, in a soft voice,
I know you'll think I'm crazy but...
Sulana interrupts again, approaches Rob, nose to nose, and says loudly with her hands on her hips...
You are crazy, and not only that but you're stupid too.
Well, OK, I'll go.
Rob hangs his head, eyes down, defeated.

Rob's behaviour is ____________

Why?

What said? ____________

How said? ____________

Body position? ____________

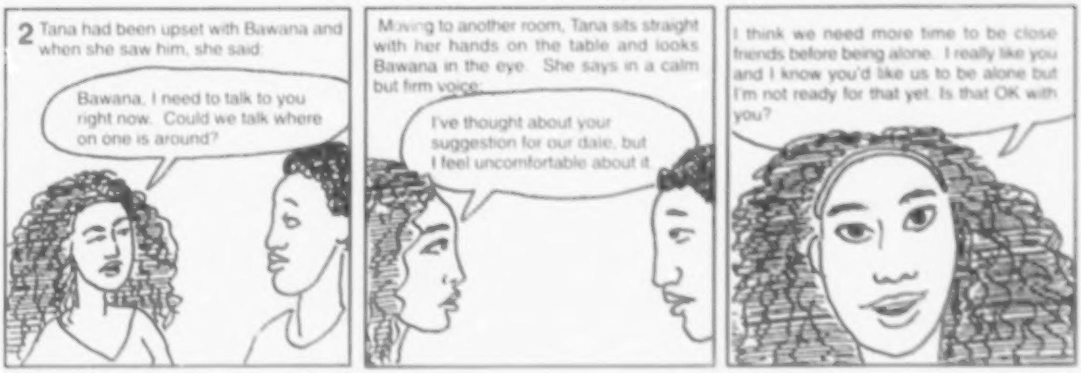
Sulana's behaviour is ____________

Why?

What said? ____________

How said? ____________

Body position? ____________


2
Tana had been upset with Bawana and when she saw him, she said:
Bawana, I need to talk to you right now. Could we talk where on one is around?
Moving to another room, Tana sits straight with her hands on the table and looks Bawana in the eye. She says in a calm but firm voice:
I've thought about your suggestion for our date, but I feel uncomfortable about it.
I think we need more time to be close friends before being alone. I really like you and I know you'd like us to be alone but I'm not ready for that yet. Is that OK with you?

Tana's behaviour is ____________

Why?

What said? ____________

How said? ____________

Body position? ____________

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UNIT
2
STUDENT
ACTIVITY
10

Assertive messages

Why?

To be assertive you must first learn the skills. The first time you do this, it will be difficult. As you practise, it will be easier and feel more natural. Here are the four steps in making an assertive message.

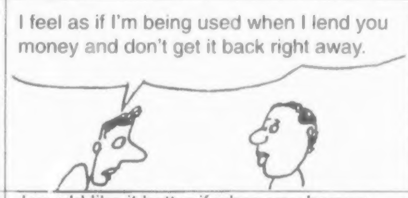
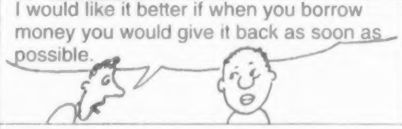
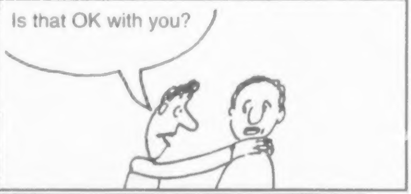
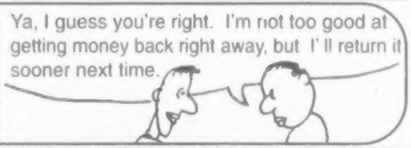
How?

Your teacher will explain the various steps in making an assertive message.

Money problems

Joccai and Mannu are good friends. Joccai has a part-time job after school and he has lent money to Mannu on previous occasions. Lately Joccai has noticed that Mannu is becoming slower to pay the money back. Joccai decides to discuss this matter with Mannu after school and to ask that Mannu pay the money back sooner.

Steps to deliver an assertive message

Steps	Description	Words you might say	Messages
1. Explain your feelings and the problem	State how you feel about the behaviour/problem. Describe the behaviour/ problem that violates your rights or disturbs you.	• I feel frustrated when... • I feel unhappy when... • I feel... when ... • It hurts me when... • I don't like it when...	 I feel as if I'm being used when I lend you money and don't get it back right away.
2. Make your request	State clearly what you would like to have happen.	• I would like it better if... • I would like you to ... • Could you please ... • Please don't ... • I wish you would ...	 I would like it better if when you borrow money you would give it back as soon as possible.
3. Ask how the other person feels about your request	Invite the other person to express his/her feelings or thoughts about your request.	• How do you feel about that? • Is that OK with you? • What do you think? • What are your thoughts on that? • Is that alright with you?	 Is that OK with you?
Answer	The other person indicates his/her feelings or thoughts about the request.	The other person responds.	 Ya, I guess you're right. I'm not too good at getting money back right away, but I'll return it sooner next time.
4. Accept with thanks	If the other person agrees with your request, saying "thanks" is a good way to end the discussion.	• Thanks • Great, I appreciate that • I'm happy that's OK with you • Great	Thanks for understanding. Let's go and listen to the music.

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Your assertive message

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2
STUDENT ACTIVITY
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Why?

Developing an assertive message as a class will help you understand the steps and prepare you to make your own message in the next activity.

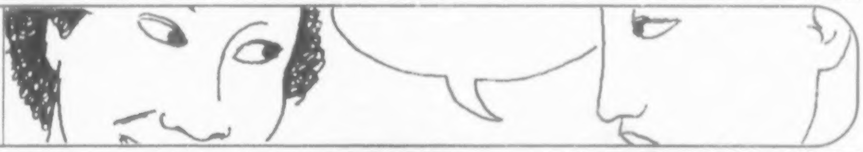
How?

As a class, you will, in this activity, develop an assertive message for the situation described below. Your teacher will give instructions.

Dealing with gifts

You are 14 and this is your second date with Lek. He has given you a small gift and he wants to take you dancing. You do not want to have sex with Pong but you think he will want to because of the gift. You decide to tell him that you don't want the gift and you don't want to go to the dance.

Steps to deliver your assertive message

Steps	Your messages
1. Explain your feelings and the problem	
2. Make your request	
3. Ask how the other person feels about your request	
Answer	
4. Accept with thanks	

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2
STUDENT ACTIVITY
12

Your assertive message

Why?

It is now time to try your own assertive message. Remember it may seem awkward at first but it will get better.

How?

1. You and your partner will pick one of the situations from the next page.
2. Using the message script below, write out the assertive message for your situation. One person reads it to the other.
3. Make any changes that you think are needed. Have the other person read the message once more.
4. Your teacher may then ask you to read your message to the class.

Steps to deliver an assertive message

Steps	Situation 1	Situation 2	Situation 3	Situation 4
1. Explain your feelings and the problem				
2. Make your request				
3. Ask how the other person feels about your request				
Answer				
4. Accept with thanks				

Your assertive message

UNIT
2
STUDENT ACTIVITY
12

Sample situations

Situation 1 You are talking to a number of your friends. Most of them have had sex and are teasing you about the fact that you have not. One of the group hurts you by what they have said. You decide to make an assertive reply.	
Situation 2 A person of the other sex has asked you to go to a party with him/her. You don't know anyone who is going, which makes you feel a little uncomfortable. As well, you have heard that this person uses drugs and does not have a very good reputation at school. You decide to be assertive and say no to him/her.	
Situation 3 You have decided to get a tattoo or your ears pierced. Your friend has told you that you can get it done at a place out of town. You arrive but it doesn't look very clean. You have heard about HIV/AIDS and unclean needles. You decide to ask the person if the needles are clean and to see the equipment they use for cleaning. When the person can't show you, you decide to say no assertively.	
Situation 4 A friend of your family asks if you want a ride home after school. You don't feel very good about this person and you feel uncomfortable about the situation. You decide to be assertive and refuse the ride.	

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2
STUDENT ACTIVITY
13

Responding to persuasion

Why?

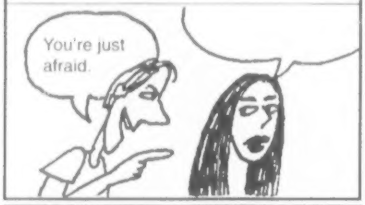
Other people will not always agree with you when you are assertive. In fact they may interrupt you, get you off the topic or try to persuade you to do something you don't want to do. Therefore, it is important for you to learn how to respond to these situations.

How?

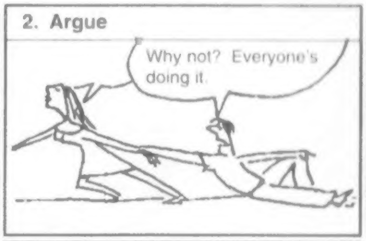
Your teacher will help you to understand how to respond to people who try to get you off the topic or try to persuade you to do something you don't want to do.

Ways people get you off your message or do not accept it

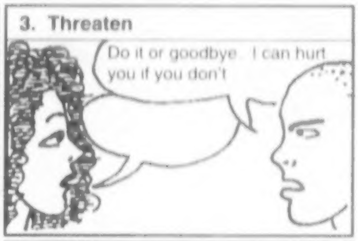
1. Put you down


You're just afraid.

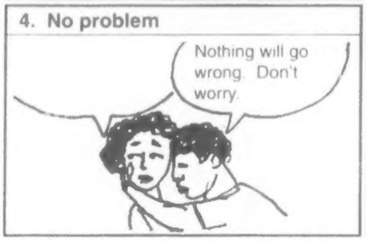
2. Argue


Why not? Everyone's doing it.

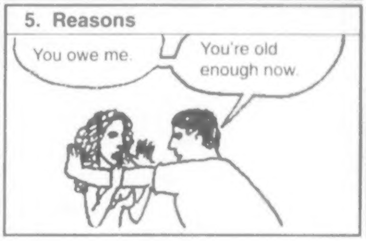
3. Threaten


Do it or goodbye. I can hurt you if you don't.

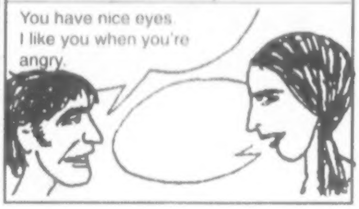
4. No problem


Nothing will go wrong. Don't worry.

5. Reasons


You owe me.
You're old enough now.

6. Getting off the topic


You have nice eyes. I like you when you're angry.

What you say when they...

...try to get you off the topic

In all cases when a person is trying to get you off your assertive message, get back on topic.

Some ways to do that:
- Please let me finish what I was saying
- Please don't stop me until I'm finished
- That's fine, but please listen to what I have to say
- I know you think... but let me finish what I was saying

...try to persuade you

If the other person tries to persuade you to do something you do not want to do:

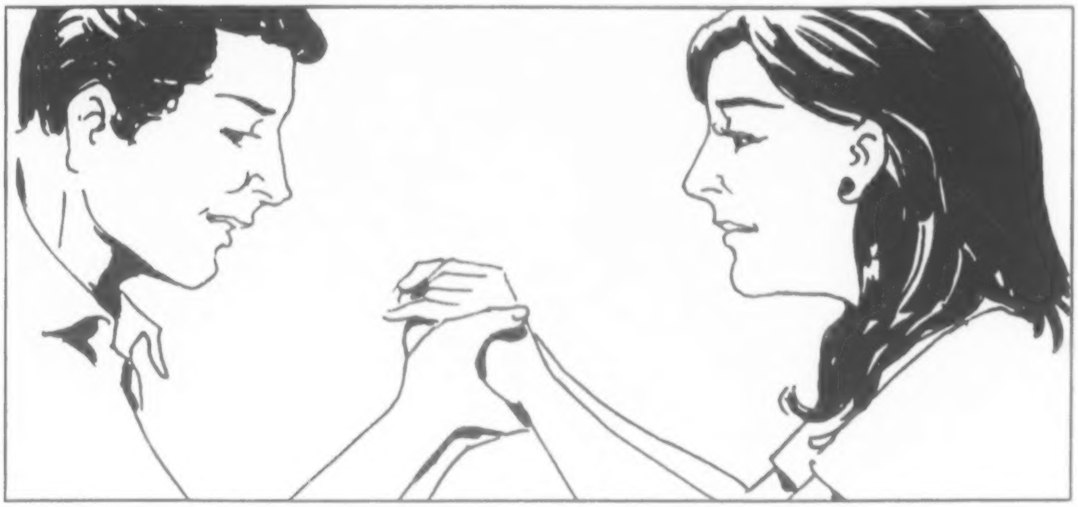
Refuse	Say no clearly, and if necessary, leave. • No, no, I really mean no • No thank you • No, no and I'm leaving
Delay	Put off a decision until you can think about it. • I'm not ready yet • Maybe we can talk later • I'd like to talk to a friend first
Bargain	Try to make a decision that both people like. • Let's do ... instead • I won't do that, but maybe we could do... • What would make us both happy?

Title **Sexual abuse and violence**

Objective

1) *To help students recognize exploitative situations that may lead to child molestation*
2) *To enumerate ways and means of preventing and avoiding exploitative situations*

FOURTH YEAR



Learning Objectives:

To help students to: 1) recognize exploitative situations that may lead to child molestation or rape; 2) enumerate ways and means of preventing and avoiding exploitative situations; 3) develop awareness that children can be abused or raped by an acquaintance, a stranger, a man, a woman or another child; and 4) cite situations wherein children or adults may be at risk of sexual abuse

Duration:

Readings:

6 meetings (240 minutes)

☐ Definition of Sexual Abuse
☐ Profile of Perpetrators or Child Sexual Abusers
☐ A Study on Perception of Sexual Abuse Among 7-14 Year Old Street Children
☐ Highlights of An Education Programme to Prevent Sexual Abuse
☐ Expressing Physical Affection

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* Reprinted from "A guidance resource manual on the growing Filipino adolescent, a reference material for the use of secondary education homeroom teachers and guidance counselors; module 3, fourth year level. Manila: Department of Education, Culture & Sports; Philippine Centre for Population and Development; and UNFPA, 1994

Topic Guide

Meeting 1

1. Discuss what child molestation or sexual abuse is. Explain that EXPLOITATIVE TOUCH is a form of taking without permission. The recipient feels that he/she has been robbed or abused in some way. Give examples of this form of touch, such as child molestation or rape.
2. Explain that child sexual abuse encompasses a wide range of behaviour from fondling to rape.

Meeting 2

1. Discuss why children are at risk of sexual abuse. Give information on the profile of child molesters or rapists. They can be: acquaintances, strangers, children, young adults, men, women, parent, or relatives.

Meeting 3

1. Discuss stereotypes people have about sex offenders.
2. Discuss profiles of child molesters. Explain the word PEDOPHILE – an adult compulsive and solely aroused by children.

Meeting 4

1. Discuss ways by which we can keep children from being sexually abused.

Meeting 5

1. Invite a speaker to discuss the legal definitions of child abuse and rape and what happens to someone who is convicted of such crimes.

Meeting 6

1. Conduct the activity "Expressing Physical Affection." In processing the students' answers, the teacher/counselor should focus on areas that need correct information or clarification, such as those expressions of physical affection that are not acceptable to most Filipino parents, their religion and culture. It should be made clear to the students that the standards which they feel comfortable with are not necessarily acceptable by society. An example would be kissing on the lips and heavy expression of physical affection in public.

READING

Definitions of Sexual Abuse

Adapted from principles in Cordelia Kent's Child Sexual Abuse Prevention Project: An Educational Programme for Children, Minneapolis, Minnesota, 1979.

Note: This reading material is strictly for the guidance counselor and homeroom teachers. Distribution to students for reference or reading is not advised.

Sexual abuse defined at the adult level:

Forced, tricked, or manipulated touch or sexual contact. (Rape, incest, molestation, fondling, sodomy.) There is also sexual abuse without touch, such as obscene phone calls, exposing, pornography, and sexual harassment. Other forms of abuse are breaking down barriers of privacy (as when young people are permitted to watch intercourse or other adult sexual activities) and exposing a person to sexually-stimulating information that is inappropriate for his or her age or level of understanding.

Sexual abuse defined at the elementary-middle school level:

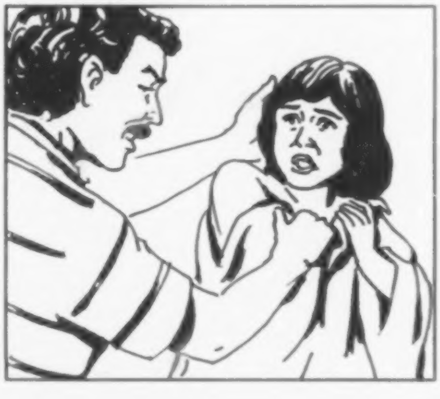
Another person touching different parts of one's body or having him/her touch different parts of the others when he/she do not want to. He/she is forced into it or tricked into it, or your feelings about the touch are confused or mixed up.

- It may or may not mean he/she or the other person has his/her clothes off.
- It is different from stealing or robbing.
- The other person may be someone whom one does not know at all, whom he/she knows a little, or whom he/she knows very well.

Sexual abuse defined at the junior/senior high levels or above:

A person is being forced into sexual intimacy (touching or non-touching) when she or he does not want to be involved in.

- It is not just rape. It includes a variety of sex acts.
- child molestation, incest, pressured or manipulated sex or date-rape, sodomy, same sex assault.
- It includes flashing or exposing.
- It includes using power, knowledge, and experience to manipulate or exploit another person for sexual gratification.



The legal definition of sexual abuse includes any intentional touching of a person's intimate parts, either directly or through clothing, for the purpose of sexually gratifying, or sexually degrading or humiliating him/her. The law also prohibits involving a minor in any sexually-explicit conduct for the purpose of viewing, photography or filming.

Profile of Perpetrators of Child Sexual Abuse

Contrary to popular belief, the usual molester is not a strange man leaping out of the bushes or luring a child into a car. More than 80 per cent of the time, a sexual abuser is someone the victim knows. The usual child molester is an older male member of the child's immediate family – a father, a stepfather, older brother, uncle or cousin. He is often a respected member of the church or community. For adolescent girl, the abuser is often a date or boyfriend, frequently a person who is several years older than the girl.

1. They may be parents, relatives, family friends, neighbours, acquaintances, strangers.
2. They may be male or female.
3. They may be adults, adolescents or children.
4. They are typically recidivists: repeat abuses increases their frequency of child sexual abuse cases.
5. They justify and perpetuate abuse by using defenses of denial and rationalization.
6. They are confronted with:
    - Emotional stress: marital or occupationally compelled to exploit the child.
    - Predisposition towards sexual actuation: background/history show that he/she was an abused, molested or neglected child.
    - Lack of constructive outlets for tension, anger, aggression: poor impulse control, proneness to alcohol, abuse and impulsiveness.
    - Need/demand for love and care from offsprings (abnormal sexual gratification) trading to Role Reversal
        1. Crippling effect of their own past childhood abuse experience, a re-enactment of past sexual events.
        2. Own lack of understanding of children's basic needs and capabilities.
        3. Distorted perception of sex/love.

Perpetrator makes victim feel that sex is a special game or a normal and necessary part of being loved and accepted (poor parental model).

- Distorted sense of parenthood. Perpetrator thinks he/she has the duty to: "show the child the facts of life", "others will just take advantage of my child".
- Lack of extended family who is readily available in time of need to provide support, sympathetic ears, listening or helping and assisting in child rearing.
- Lack of close family friends upon whom to depend because of mobility and urbanization – tendency toward social and emotional isolation.

READING

A Study on Perception of Sexual Abuse Among 7-14 Years Old Street Children at Three-Drop-in Centres in Metro Manila

Note: Strictly for teachers and guidance counselors only.

Incest – is a sexual act imposed on a child or young person by any person within the family. The perpetrator abuses his position of power and trust within the family.

Phases in Child Sexual Abuse

1. *Engagement Phase* – This is where the adult engages the child in the activity.

   Depends on three factors:

   a) Access in opportunity
      - accessibility
      - within controlled limits

   b) Relationship of the participants
      - participants/perpetrators occupying a position of power
      - domineering
      - one who is in control
      - potential victim aware acknowledges it.

   c) Inducements
      - Rewards and bribes are offered.
      - Perpetrator usually engages the child in a slow but non-forcible fashion.

2. *Sexual Interaction Phase* – It is the progression of sexual activity in the direction of greater sexual intimacy.

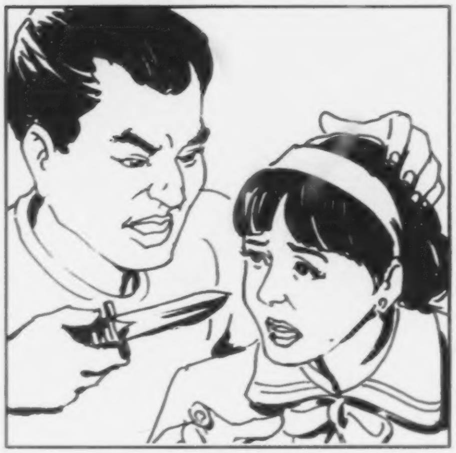
3. *Secrecy Phase*
   - Perpetrator tends to manipulate the victim so that he will not be held accountable/responsible for the act.
   - Allows for repetition of sexual act progressively.
   - Involves threat where the family will be involved, where the victim will get involved, where the perpetrator will be involved.

Written by: Laura Teresita R. Laraya, M.D. Minerva Perigno, M.D. et al.

4. *Disclosure Phase*

- Accidental-secret is revealed accidentally because of external circumstances.
- STD in child
- pregnancy
- physical injury to the child
- observation by a third party
- Purposeful-victim of the mother tells an outsider about the abuse. Victim speaks out because of fear of pregnancy, to protect younger sister, wanting more freedom.

Note: At this point, the guidance counselor or teacher should determine the reason why the child disclosed. Purposeful disclosure often permits the case to be handled by planned intervention.



Reactions to disclosure

Perpetrators

- Are likely to react with alarm. Accordingly, they can be expected to react defensively with self-protection as their primary goal.

Mothers

- May react in many different ways, will immediately react by expressing concern for their children and cooperate fully in efforts to protect them from further abuse.
- Some may react initially with disbelief and anger at their daughters.
- A woman who has been economically, emotionally and socially dependent on her husband may have extreme difficulty in defending her daughter.

Siblings

- Fear of the perpetrator
- Family upheaval
- May react with anger toward the victim
- Sibling rivalry/ambivalence

The Victim

- Will be in a state of crisis
- She will be very vulnerable to all the reactions, feelings and pressures in the family; she will be the cause of family separation.
- Will feel unsafe, unprotected, guilty.

The Guidance Counselor

- Will be in crisis. Whether purposeful or accidental, the disclosure will put the counselor to whom the child discloses and the workers investigating under tremendous stress. This needs to be recognized by the counselor so that:

- they can support each other.
- they can set up structures to help them deal with the situation.
- they do not dump their stress on a family and child already in crisis.

5. *Suppression Phase* – The child is coerced into changing his/her story to undermine her credibility to others.

Ways of Suppression

a) Denial of the significance of the disturbance suffered by the victim in order to discourage outside intervention.

b) The offender promising to change as long as the charges are dropped.

c) The family or individual members ganging up against the child victim. They do not talk to her; they do not eat with her, etc.

d) Labelling the child as a liar by family members and the community.

e) Verbal pressure that is abusive and threatening.

For the guidance counselors, it is important to pre-empt this phase so that:

1. They themselves don't get too thrown when the child they believe changes his/her story.
2. They can tell the child beforehand that this will probably happen and continue to believe the earlier story.

Behavioural Indicators of Child/Adolescent Sexual Abuse

1) When a child tells of the abuse

   - When a child tells an adult in authority that abuse is occurring but makes him/her promise he/she will not tell.
   - When a child reports sexual abuse directly to an adult in authority or indirectly to a friend hoping that they will report to authority for them or in a disguised way.

2) Persistent and inappropriate sexual activity

   - Excessive masturbation that seems beyond pleasure-seeking activity

3) Sexual themes and fears expressed in art work, drawings, stories, plays, e.g. about "the night monster".

4) Children who have a detailed and overly-sophisticated understanding of sexual behaviour.

   - Children who know and talk about sexual details inappropriate to their age, development and vocabulary level.
   - Children who can describe erection, ejaculation etc.

MRS.A.M.CRUZ
PRINCIPAL

5) Hurting Others

   - Displacement of anger and hurt towards adults. The anger is displaced by hurting younger children, pets, etc. if they could not hurt or express their anger to the adult who caused the pain.

6) Hurting Self

   - Self-injurious behaviour is related to feelings of self hatred, powerlessness, guilt, and suicidal behaviour.

Note: At this point the guidance counselor should initiate the issue of suicide to a potential suicidal client rather than just wait.

7) Fear

   - Fear states – anxiety, depression, phobias
   - Child/adolescent is afraid to go home

8) At school and recreational activities

   - Delinquent or aggressive behaviour
   - Arriving early at school; few absences; leaving school late
   - Poor or deteriorating peer relationship
   - Inability to concentrate and/or sudden drop in school performance
   - Non-participation in school and social activities
   - Unwillingness to participate in physical/recreational activities

9) Regressive behaviour

   - Excessive clinging

10) Withdrawal and fantasy

   - Withdrawal into fantasy world

11) Sleep disturbances and nightmares

12) Changes in appetite

13) Overly compliant behaviour

14) Pseudo-mature behaviour

   - Child's behaviour appears quasi-parental or quasi-spouse

15) Runaway behaviour

   - Running away is one way to escape sexual abuse

16) Excessively seductive behaviour and/or sexual activity

17) Drug abuse

18) Prostitution

19) Suicidal feelings and attempts

20) Unexplained accumulation of money or gifts

21) Siblings jealous of child chosen by parents

22) Overprotectiveness of younger siblings

Emotional Impact of Child Sexual Abuse and Implications for Emotional Support and Treatment of Victims

1. Low self-esteem and poor social skills

    - Hopeless
    - Helpless
    - Low self worth

    ❑ Has typical complaints or hypochondriac

    ❑ They cannot relate well with men; if ever they prefer someone like their father or older men.

    ❑ Hatred toward women

    Implications:

It can help if children are assured that they are O.K.; that they are brave. Help to formulate their identity with self-esteem. Be sure your messages are genuine and appropriate. Empower the child. Inform them about what is happening to them. Communicate with them.

2. "Damaged goods" Syndrome

    ❑ Physical injury or fear of physical damage; if physical injury or pain occurred, the child has concrete reasons to believe that he or she was damaged.

    ❑ Societal responses – the family's and community's response upon learning of the abuse.

Parental Background of Child Victims of Sexual Abuse

Father:

1. Emotionally deprived. There is an "incestuous model" which taught him that other family members may be used as sexual partners.
2. Domineering/tyrannical/violent nature.
3. Alcohol abuse precipitated incestuous relationship because it acts as inhibitory-releasing influence.

4. Unstable environment – especially low social-economic status class perpetrator.
5. Social and physical isolation.
6. Sexual deviation such as the ‘peeping Tom’ or pedophilia.

Mother:

1. Physical and emotional unavailability or depletion which forces daughter into greater dependency and intimacy with father.
2. Maternal rejection and hostility – undermining capacity to become sound maternal role model.
3. Four (4) previous incestuous experiences herself: tends to repeat incestuous family constellation by choosing a spouse who will sexually abuse one or more of their daughters.
4. Passive, dependent, masochistic “martyr” vis-a-vis tyrannical, domineering husband. The wife’s dependency and helplessness prevents mother from challenging pathological behaviour of husband.
5. Frigidity, lack of sexual responsiveness – sexual unavailability of wife which acts as a trigger for incestuous behaviour in father or victim who prefers to use their children as sexual outlets rather than seek extramarital relationship.
6. Chronically ill, disabled or battered wives.
7. Impaired maternal function: because of untreated depression, alcoholism, psychosis or repeated involuntary childbearing.

READING

Highlights of an Educational Programme to Prevent Sexual Abuse

In sexual abuse prevention programmes, we give people accurate information about sexuality and sexual abuse. We teach protection skills that can make an individual less vulnerable to unwanted touch and sexually-exploitive situations. Four basic concepts in education aimed at preventing sexual abuse are listed below. We have included the main ideas that need to be covered when discussing each concept.

Support System

- ☐ A support system is a network of family, friends, or people in the community.
- ☐ Who are the people in ones support system whom he/she can trust/tell?
- ☐ What skills does one need to reach these support-people? (e.g., ability to read phone book, dial a phone, express himself/herself verbally, identify a trusted adult.)
- ☐ How could one tell someone if he/she had a problem involving touching/sexual abuse?
- ☐ Is he/she part of someone else's support system?

Privacy

- ☐ Everyone has a right to privacy and to things that he/she is not obligated to share.
- ☐ It is important to have our privacy respected by others, so we can feel safe.
- ☐ Your body is your own.
- ☐ Respect for body privacy is important.
- ☐ There are public and private body parts. Private body parts are the areas covered by underwear or a bathing suit – or the parts that are particularly 'sensitive' or 'private' to you.
- ☐ No one should touch or look at another's private parts (or ask his/her to touch or look at his/her) in a way that makes the toucher/looker uncomfortable or confused.

Touching

- ☐ Touch is way in which people communicate and show that they want to be close.
- ☐ There are several types of touch: nurturing (good), exploited (bad), and confusing.
- ☐ Inventory what kinds of touches feel good, bad, or confusing to one and what reactions he/she has to them.
- ☐ People need nurturing touches to survive and feel good about themselves.
- ☐ Everyone has the right to control who touches his/her body and how.
- ☐ Being tricked or trapped into sexual contact is wrong.
- ☐ One can trust his/her feelings about touch and decide what kinds of touches are good for him/her.

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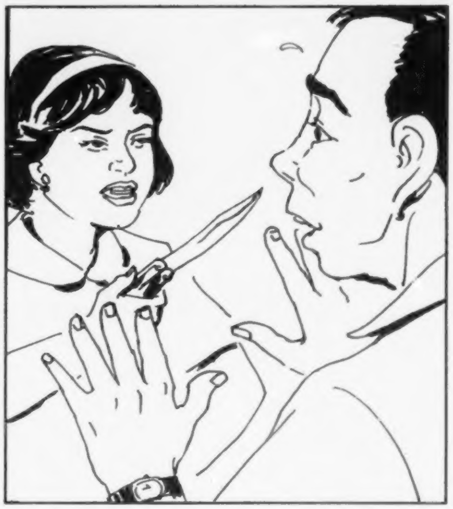
* Adapted from a publication of Northern New England.

Asserting Your Boundaries



- There are protection skills one can learn to make him/her less vulnerable to sexual abuse: Being aware of one's environment, trust your feelings, assert your boundaries.
- Sometimes people with more power, knowledge, and skill may try to trick or trap a person into doing something he/she does not want to do.
- Letting them know his/her boundaries through confident words, actions, and body posture can help keep him/her safe and free.
- Responses that are either aggressive or passive are less effective in averting exploitive situations.
- If sexual abuse happens to you, it is not your fault, it is the fault of the offender in averting exploitive situations.

You may use any opportunity to begin talking with a young person about unwanted touch, confusion, and exploitation. There is no one 'right' way to begin the process. There are, however, several conditions that can strengthen the success of a formalized educational programme:

- the instructor is well-acquainted with the group members.
- the group has some basic information about and understanding of sexuality.
- the group has had some experience discussing controversial or private issues.

The inclusion of personal-safety information in an ongoing family life curriculum connects personal safety with other meaningful preparation-for-life activities. This approach will enhance the learning.

CONTENT AREA 4

Delayed marriage

Objectives

1. *To examine certain beliefs, customs, traditions and laws which affect the age of marriage for women and men.*
2. *To develop an awareness of the advantages of delayed marriage.*

Title **Delayed Marriage**

Objectives

1) *To develop understanding of the meaning and purpose of marriage*
2) *To understand the conditions of marriage, young marriage and family life*
3) *To realize the consequences of early marriage and delayed marriage*

DELAYED MARRIAGE

INTRODUCTION

Marriage is a part of our life. It is desired by the youth as well as by the parents who long to see their children married. They want to carry grandchildren in their arms as soon as possible. It is common, therefore, to have the parents ask their children to get married when they are still young.

Nowadays, young marriages need special consideration. Such a marriage has negative implications for the young couple, the society, and the government.

Young couples and parents who want to marry their children off should understand the benefits of delayed marriage. The following modules provide relevant information on the subject.

There are four activities in the modules, as follows:

1.	Study Activity I:	The meaning and purpose of marriage
2.	Study Activity II:	The conditions of marriage
3.	Study Activity III:	Young marriage and family life
4.	Study Activity IV:	Efforts to delay marriage

The following are details of the above activities.

LEARNING OBJECTIVES

After studying the modules, the young learners are expected to

1. State the meaning and purpose of marriage.
2. Describe the conditions of marriage, both physically and psychologically.
3. Describe the consequences of a young marriage to family life.
4. Explain the efforts to delay marriage.
5. Recognize the benefits of delayed marriage and be willing to delay marriage until the appropriate age for marriage is reached.

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[*] Reprinted from: Delayed marriage. Jakarta, National Family Planning Coordinating Board. 1988

LEARNING GUIDES

To study the modules successfully, the following guides should be considered:

1. Prepare a piece of paper, a pencil or pen before reading the modules.
2. Check carefully the specific objective of each activity.
3. Consult the following pages further.
4. Read the questions written after the description of each activity and answer carefully.
5. Check your answer against the key answers provided in the modules.
6. In case of wrong answers, read the modules again and correct the answers.
7. Until the learning activity being read has been mastered, do not proceed to the next module.
8. Transfer the knowledge obtained to other people, especially the youth.

STUDY ACTIVITY I

MEANING AND PURPOSE OF MARRIAGE

After studying the material, you should be able to

1. State the meaning of marriage according to religion and the Marriage Law.
2. Describe the essence of marriage.
3. Explain the purpose of marriage based on religion and the Marriage Law.
4. Understand the positive aspects of religion and share it with friends.

A. Meaning of marriage

According to the Moslem religion, marriage is an "aqad" between the husband and wife to be united and to fulfill their sexual needs according to the 'syariat'. "Aqad" is the "ijab" (female relative legally responsible for the bride) and "kabul" (male representative legally responsible for the bridegroom).

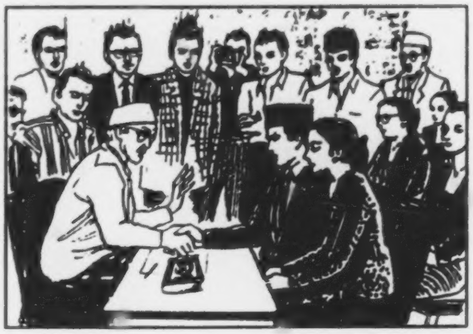
According to the Marriage Law, marriage is an eternal biological and psychological relationship between a male and female joined as husband and wife.

This means that

1. Marriage is an eternal relationship between a male and a female as husband and wife.
2. Marriage is based on the law.
3. Marriage is God's will.

It is stated in the Al Qur'an that a man should choose a good wife and get married. Whereas the Old Testament (Kitab Kejadian) says that it is not good for a man to stay alone and He will help him (article 2 sub article 18, 22 and 24).

It means that marriage is not only man's will and concern. It is also God's will. Marriage is sacred and should be respected by every human being.



B. Purpose of marriage

The purpose of marriage is:

1. to plan a family and care for the offsprings
2. to live in harmony and love one another
3. to have a happy family and enjoy prosperity

Thus, marriage means living in harmony in a happy and stable family. Therefore, marriage should be based on careful planning and consideration and on the couple's belief in God.

EXERCISE I

Read the following questions and select the right answer. Questions:

1. An important element of marriage is
    a. husband to be.
    b. wife to be.
    c. parents.
    d. husband and wife to be.
2. Marriage is based on
    a. sexual desire.
    b. religion and belief.
    c. authorities.
    d. parents wish.
3. The purpose of marriage according to the Marriage Law in Indonesia is
    a. to have a temporary relationship.
    b. to have an eternal relationship.
    c. to give full rein to one's passions.
    d. to run away from the parents.
4. The purpose of marriage according to the Moslem Law is
    a. to have many children.
    b. to live in harmony.
    c. to combine the treasures of a man and a woman.
    d. to integrate the strength of a man and a woman.
5. According to the Marriage Law, marriage is
    a. a spiritual relationship.
    b. a physical relationship.
    c. a spiritual and physical relationship.
    d. a family relationship.

Note:	If you cannot answer the above questions, read again Study Activity I before proceeding to the second activity.

STUDY ACTIVITY II

MARRIAGE CONDITIONS

After studying the material, you should be able to:

1. Explain the meaning and importance of marriage.
2. Explain why the age range 20 to 25 is appropriate for marriage.
3. Describe the meaning and importance of the psychological conditions of marriage.
4. Explain the importance of a medical check-up before marriage.
5. Transfer the knowledge obtained to other people.

Two types of conditions surround marriage. These are the physical and mental conditions.

1. Physical conditions

Physical conditions relate to the human body including such factors as age, health, and finance.

Many marriages fail due to improper planning and preparation. The husband to be should have a permanent job and source of income to maintain happiness and welfare of his family.

Right Age for Marriage

According to the Moslem Religion, young men and women can get married when they have experienced the "akil baliq" state. (For boys this is when they have dreamed of having sexual intercourse, usually at the age of 15, and for girls when they begin to menstruate usually, at the age of 12 or 13).

To help ensure family stability and the welfare of the husband, wife and children, marriage should take place at the right age for the couple. For a boy the right age begins at 19 and for a girl, 16.

A more suitable age, however, is 25 for the boy and 20 for the girl. During this time both boy and girl are already mature, physically and mentally.

Study module 2 activity I for more information.

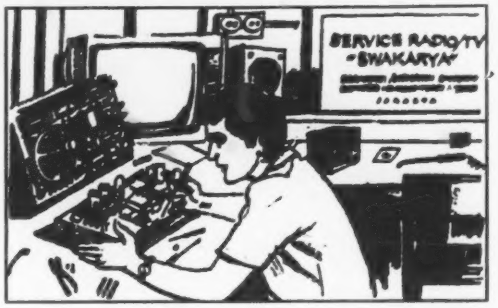
2. Health conditions

Health is the second condition. Considering the duties and responsibilities that come with marriage, health should be carefully taken into account.

It is the husband's responsibility to earn a living and provide for the family's spiritual and material needs. The wife, on the other hand, carries the baby in her womb and gives birth and takes responsibility for taking care of the children later. The husband and wife who are weak and sickly will not be able to carry out their duties well.

A health check-up before marriage is important. Nutritious food, rest and relaxation, work or employment and belief in God are important factors for healthy marriage.

3. Ability to support the family



The third condition is the husband's ability to support the family. Young boys who want to get married often overlook this. Having a permanent job and source of income is very important as they minimise a couple's depedence on the parents.

4. Mental condition

Besides good physical health, stable mental health is required. The husband or wife should be mature so they can face the realities of life.

Difference in attitudes and character traits should be treated as a small matter. Both husband and wife should understand, help, and honour each other, and develop mutual love. All these factors result in harmony in the family.

EXERCISE 2

Read the following questions and select the correct answer.

1. A condition of marriage is
   a. physical and mental maturity.
   b. mature in attitude.
   c. physical maturity.
   d. mature sociologically.
2. The best age for marriage is
   a. 12-15 years.
   b. 16-19 years.
   c. 20-25 years.
   d. 30-40 years.
3. Physical conditions in marriage consist of
   a. health and age.
   b. finance.
   c. beauty and physical care.
   d. health, age, and financial status.
4. A healthy marriage requires
   a. nutritious food.
   b. medical check-up before marriage.
   c. alcohol.
   d. nutritious food and medical check-up before marriage.

5 Harmony in the family requires

a understanding from the husband.
b understanding between husband and wife
c understanding from the wife.
d improved economic condition.

Note: If you cannot answer the above questions, read Study Activity II before proceeding to the next study activity.

STUDY ACTIVITY III

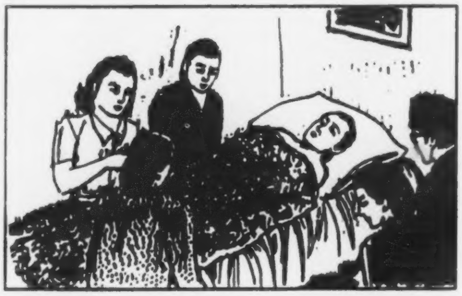
IMPACT OF AGE AT MARRIAGE ON FAMILY LIFE

After studying the material, you should be able to:

1. Cite the age range at which entering marriage is said to be most problematical.
2. Explain the four consequences of early marriage
3. Explain the causes of death among young mothers after delivery.
4. Explain the effects on children when a mother marries at a young age.
5. Explain the problems in pregnancy and delivery of mothers who marry at a young age.
6. Describe the level of maturity of men and women getting married at a young age.

Age at Marriage

Marriage in Indonesia is still commonly contracted at the age of 20. Based on health observations and real life situations, marriage at a young age may result in many problems, such as the following.



Death of mother after delivery.

Death following delivery is common among mothers who give birth before they reach the age of 20 years. The main reason is that physically the mothers are not yet ready to give birth.

Death of babies

Babies born to young mothers tend to harbour bad luck. Some are born premature, others are born under weight. Also, there are babies who die or suffer from mental or physical defects.

Problems in pregnancy and delivery

Young mothers may also suffer from bleeding, anaemia, long and difficult delivery, or cancer in the uterus in the future.

Economic problems

As young couples usually do not have enough knowledge and skill, they find difficulties in getting a job with a good income.

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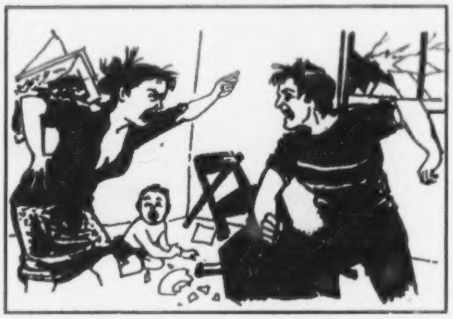
Low income levels influence the harmony in the family. Are there any broken families around you due to economic problems? What is your opinion?



Maturity problem

Maturity is closely related to age. A young person still has an unstable personality so marriage at the age of 12-19 should be prevented.

Are there any young couples as mentioned above around your area? What is your opinion of them?

EXERCISE 3

Read the following questions and select one answer.

1. The age at marriage which often causes problems is
   - a. 12-19 years.
   - b. 20-30 years.
   - c. 31-40 years.
   - d. more than 40 years.
2. Death in delivery happens mostly to mothers who give birth at the age of
   - a. 12-19 years.
   - b. 20-30 years.
   - c. 30-34 years.
   - d. 35-40 years.
3. Young mothers usually
   - a. give birth on the date planned.
   - b. give birth prematurely.
   - c. have an aborted pregnancy.
   - d. give birth after the date planned.
4. A young husband who lacks knowledge and skill will
   - a. find it easy to get a job.
   - b. have a suitable job.
   - c. find it difficult to get a job.
   - d. not need to have a job.
5. To plan a happy family, physical and mental maturity is required. Marriage, therefore, should be at the age of
   - a. 10-12 years.
   - b. 15-19 years.
   - c. 20-25 years.
   - d. 30-35 years.

Note: If you cannot answer the above questions, read Study Activity III again before going on the next one.

STUDY ACTIVITY IV

EFFORTS TO DELAY MARRIAGE

After studying the material, you should be able to:

1. Recognize that young marriage is a problem to be overcome.
2. Ensure that you will not marry at a young age.
3. Tell your parents or family, your spouse to be, and friends about the negative impact of marriage at a young age.
4. Explain how marriage can be delayed and how to encourage the youth to support these means.

After Studying Activities I, II and III we will know that marriage at a young age will result in many problems and sufferings. As normal human beings we will also not be happy to see our relatives or friends facing many problems in their married life.

We have to do something to face and overcome the problems of a young marriage. By delaying marriage, we will have enough time to prepare both physically and mentally.

Before the marriage there are many activities which can be carried out, such as:

1. think over the negative impact of marriage at a young age on everyone including you and your family.
2. continue your study to higher levels, at least to Senior High School. If you have finished your formal education, you can study local vocational courses which do not cost high tuition.
3. talk to your parents and family about the problems of marriage at a young age and ensure that such a marriage will not happen in your family.
4. make your future spouse understand the problems of marriage at a young age and agree to delay the marriage to a suitable age.
5. take vocational courses according to your interest and talent, to ensure your future.
6. encourage your wife to take vocational courses according to her interest and talent, for your common future.
7. develop your talent and capability by joining various organizations in your area, such as those that promote sport, art, and so on. The progress and prestige you have achieved will bring you health both, spiritually and physically and will enhance your family life.
8. give guidance and motivation to friends concerning the four problems in a young age marriage so that they will avoid such a marriage.

EXERCISE 4

Read the following questions and select the correct answer.

1. A young marriage in our society is
   - a. not a problem.
   - b. a problem.
   - c. common.
   - d. not a problem and is common.
2. The cause of problems in married life is
   - a. being a bachelor for a long time before marriage.
   - b. marrying at a young age.
   - c. not getting married after a divorce.
   - d. remaining a bachelor and not marrying again.
3. A young age marriage in our society should be
   - a. neglected.
   - b. encouraged.
   - c. ignored.
   - d. handled.
4. Efforts to spread information on young marriage can be carried out through
   - a. individual consultation with the youth.
   - b. group activities with the youth.
   - c. parents who have young sons or daughters.
   - d. individual and group consultation with the youth or with the parents.
5. Productive activities which can be carried out before marriage include
   - a. vocational courses.
   - b. sports.
   - c. recreation.
   - d. vocational courses, sports and recreation.

Note:	If you cannot answer the above questions, read Study Activity IV again.

ANSWER KEY

ACTIVITY I:

Correct answers:

Activity I:

1. d. husband and wife to be
2. b. religion and belief
3. b. eternal relationship
4. b. to live in harmony

Activity II:

1. a. physical and mental maturity
2. c. 20-25 years
3. b. health, age, and marriage
4. d. nutritious food and medical check-up before marriage
5. b. understanding between husband and wife

Activity III:

1. a. 12-19 years
2. a. 12-19 years
3. b. premature
4. c. difficult to get a job
5. c. 20-25 years

Activity IV:

1. b. a problem
2. b. young marriage
3. d. handled
4. d. individual and groups consultation with the youth and the parents
5. d. vocational courses, sports and recreation

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Title **Delayed Marriage**

Objective ***To develop an awareness of the advantages of delayed marriage and disadvantages of an early marriage to the mother and the baby***

Teaching Techniques:

1) List various components of the *quality of life*

   e.g. : Education, environment.
   Employment and earnings
   Food and nutrition
   Health and housing
   Family resources

2) Explain the following:

   Q. What is delayed marriage?

   A. Marriage in the mid-20's is considered as delayed marriage.

   Q. What is the ideal age at marriage?

   A. The ideal age at marriage is between 20 and 25 years.

3) Advantages and disadvantages of delayed marriage.

   a) Advantages of delayed marriage.

      - fewer children
      - well-spaced births
      - healthy mother and children
      - peaceful and happier life
      - less wastage of food
      - more attention to a fewer number of children
      - older parents are more mature

   b) Disadvantages of early marriage.

      - many children under one roof
      - early aging of parents due to added stress
      - disharmony within the family due to large size of the family
      - less individual attention to children resulting in lack of love and care
      - sometimes a mother and her daughter become pregnant during the same period leaving no one to look after them during pregnancy.

   c) Delayed marriage provides more opportunities for higher education, employment and social life, for both men and women.

4) Read the story to the children and discuss.

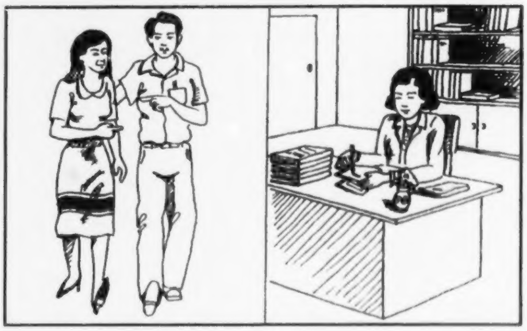
5) Show the visual aids. Explain and discuss.

6) Suggested activity:

   - Divide the class into two groups.
   - Ask one group to list the disadvantages of early marriage and the other group to list the advantages of delayed marriage.
   - Ask each group to report what it has listed.

CHOICE OF TWO SISTERS

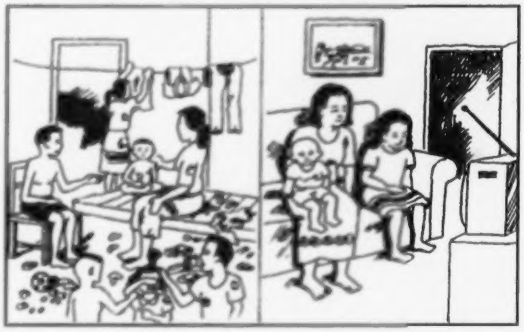
Amina and her sister, Sheereen, were born one year apart. Both of them went to the village primary school until they were thirteen years old. Their father allowed them to continue their education, if they were interested. Amina did not want to continue her education, but Sheereen took the offer and decided to become a nurse. Amina was an exceptionally beautiful girl and at an early age she had many admirers. She ignored them all and finally accepted a young teacher's proposal in the village for marriage.



Sheereen finished her primary education and joined a nurse's training programme. During the period when Sheereen was attending the nurse's course, Amina got married. Sheereen was able to complete her training by her eighteenth birthday. She decided to get a job in her profession, and gave herself time to plan for her marriage. She got a job in a hospital in another village away from her house.

During her preliminary work in the hospital, she met a handsome young man named Muslim, and fell in love with him. She dated him for one year. Muslim was working as a doctor in the same hospital. Since both of them had a steady income, they were able to save enough money to buy the things they would need to set up a good home when they got married.

Sheereen's parents were very happy to know that she had decided to settle down. The young couple then came to Sheereen's home and asked for the permission of her father. Sheereen's father was very happy and proud of his daughter's choice and gave his blessings.



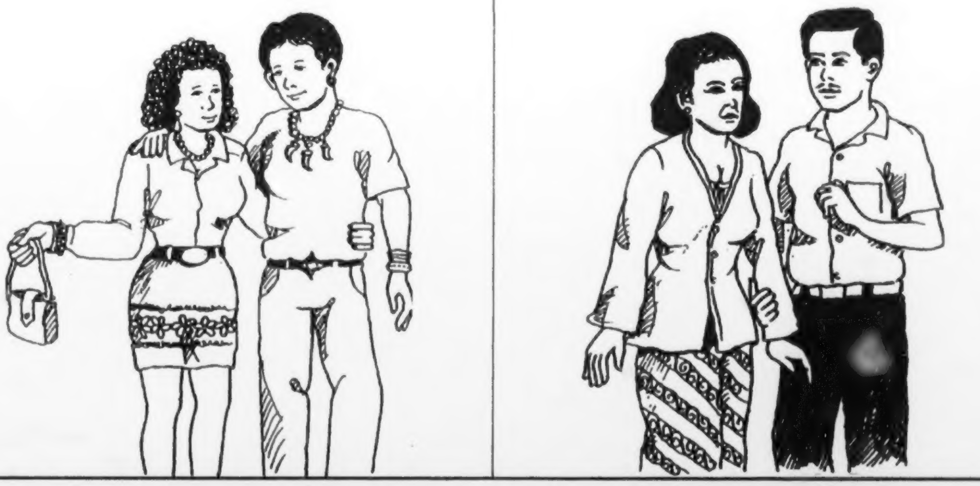
Sheereen and her husband were mentally and physically mature. They were educated and were aware of the problems of a large family. They wanted to have only two children so that they could look after them properly and give them a good education. As planned, they had two children – a boy and a girl who enjoyed a comfortable life, had a good education, and had educated parents.

Amina, on the other hand, had problems. She and her husband were having difficulties attending to their children. She had delivered almost every year since her marriage and was now the mother to seven children. She had become really weak, her body needed rest. She found it difficult to attend to and provide for her children's basic needs, such as their education, food, health and clothing. This was because she was sick most of the time. Sheereen got worried about Amina's health and family situation. She started to do some serious thinking.

Questions:

1) In your opinion, what is Sheereen thinking of?
2) If you are to get married, whose example will you follow and why?

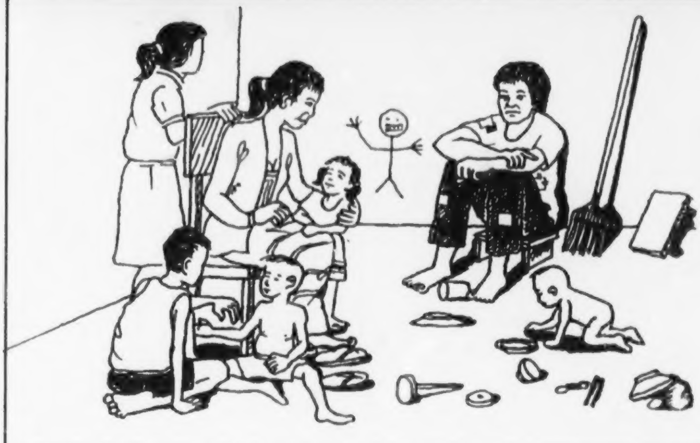
VISUAL 1



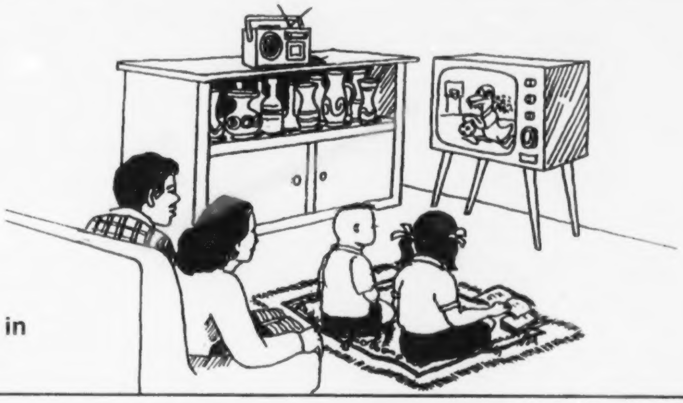
Early marriage in the early teens.

Delayed marriage in the late twenties.

VISUAL 2



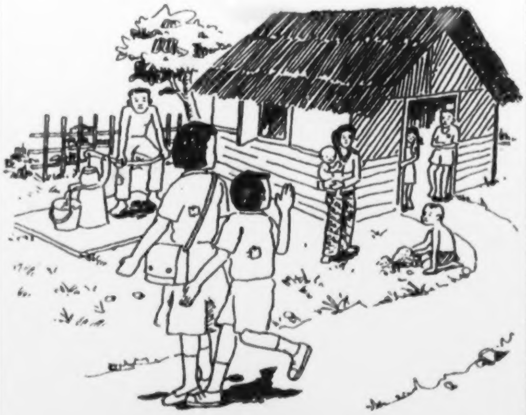
Early marriage results in larger families.



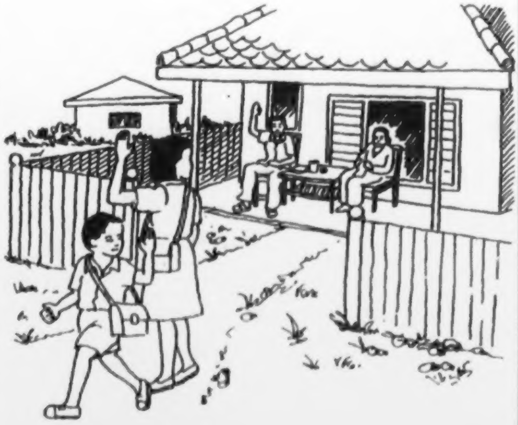
Delayed marriage results in smaller families.

VISUAL 3

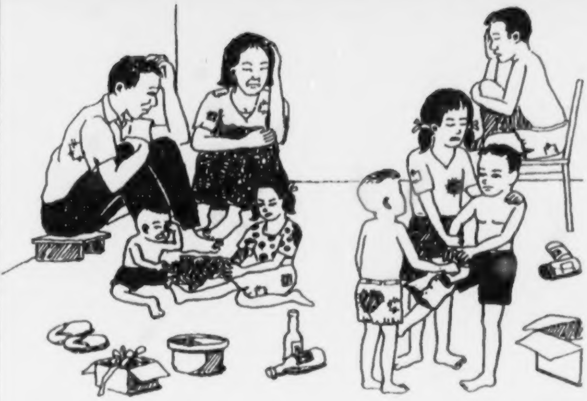
In an early marriage, not all the children get a chance for education.



In a delayed marriage, all the children can be educated.

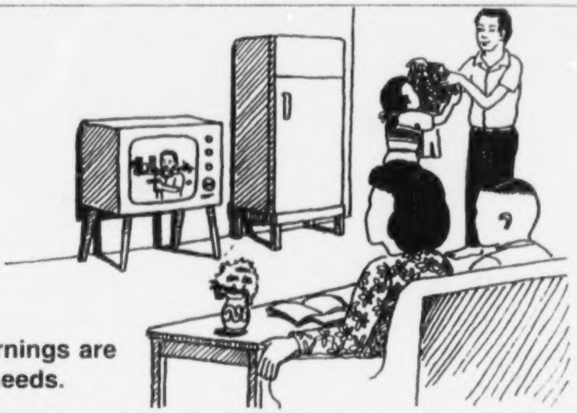


VISUAL 4



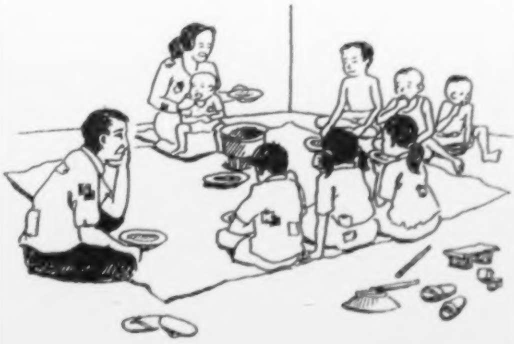
In an early marriage, family earnings have to be shared among many.

In a delayed marriage, family earnings are more adequate for the family's needs.

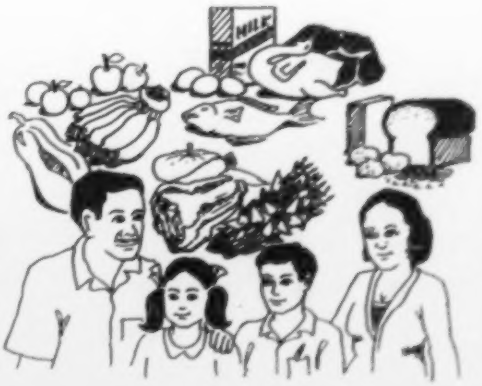


VISUAL 5

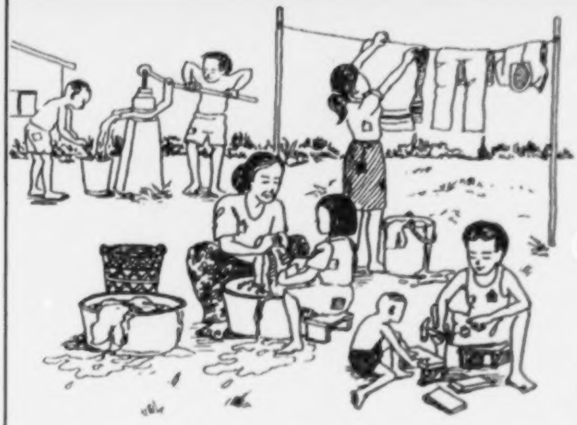
Early marriage results in more problems related to nutrition and health.



Delayed marriage improves the chance for adequate nutrition for the family.

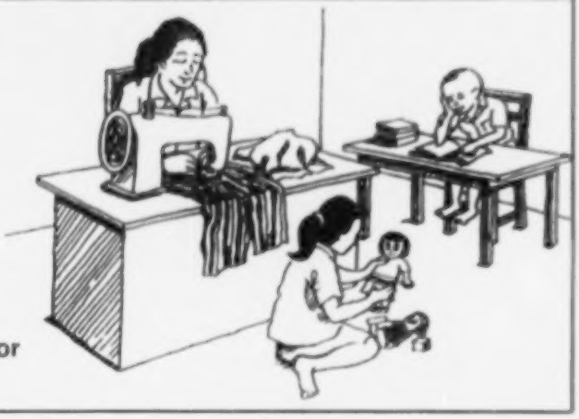


VISUAL 6



In a delayed marriage, more time is available for work and leisure.

Early marriage results in more work for the mother and the older children.



CONTENT AREA 5

Population dynamics and family size

Objectives

1. *To discuss the roles, functions and needs of the family and understand that family size contributes to the welfare of the family and promotes better care of daughters.*
2. *To promote the concept of responsible parenthood and explain that family welfare can be further enhanced if both parents share the responsibilities of family life.*
3. *To realize that both sons and daughters have important role and place in the family.*
4. *To show how migration and urbanization have affected the status of women and girls.*

Title

Sharing Responsibilities Among the Family Members

Objective

1) *To be able to list routine household work and problems arising from too heavy a workload for the mother and daughters*
2) *To state some alternatives to lessen workload of mothers and daughters*
3) *To list some benefits of sharing responsibilities among family members*

(i) list all routine household work.

(ii) state problems arising from too heavy a workload.

(iii) state some alternatives to lessen workload.

(iv) list some benefits of sharing responsibilities among family members

(v) write a pattern of sharing household work among family members

(vi) explain how to manage free time to learn some valuable skills.

(vii) practice literacy and numeracy skills.

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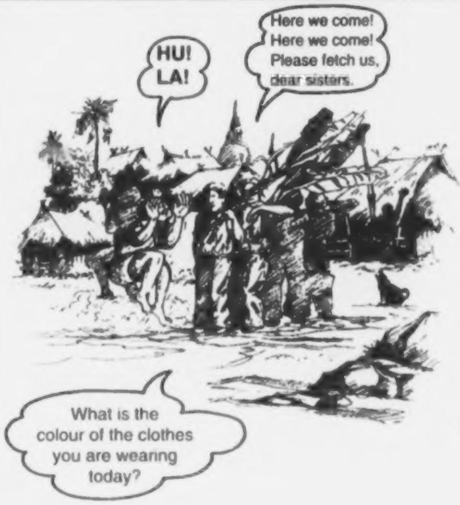
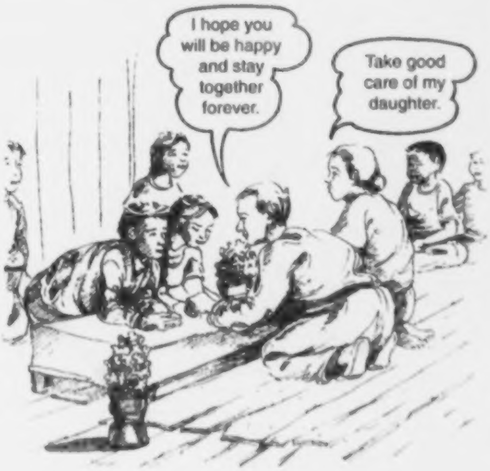
* Reprinted from: Sharing responsibilities, sharing happiness: a sample curricular unit developed at the second Regional Workshop for the Conduct of Skills-based Literacy Programmes for Women (Hua Hin, Thailand 11-30 May 1991) Bangkok, 1992) 1-18 p.

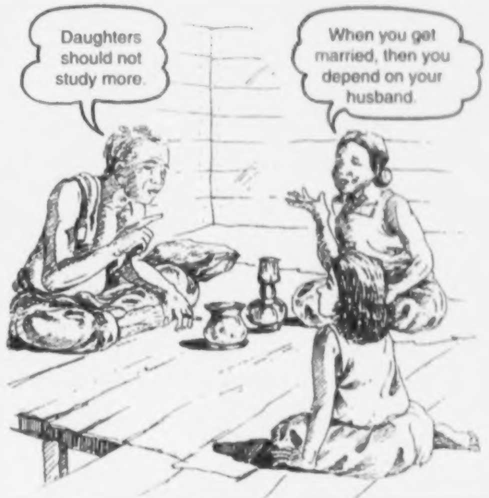

HU! LA!
Here we come! Here we come! Please fetch us, dear sisters.
What is the colour of the clothes you are wearing today?

Ban Tung is a far away village. Usually it is very quiet because young people have left for big cities.

But today, it is rather strange.

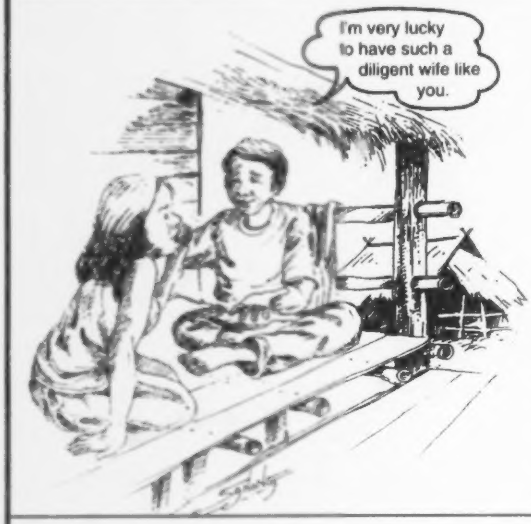
Today is Wanpen's wedding day. She is the most beautiful girl in the village. Everybody says that she is very lucky to marry Somporn, a young teacher in Ban Tung village.


I hope you will be happy and stay together forever.
Take good care of my daughter.


Daughters should not study more.
When you get married, then you depend on your husband.

Actually, Wanpen dreams of a different future. She hopes that after finishing primary school she will enter secondary school. Then she will go to skills training class and start a small business.

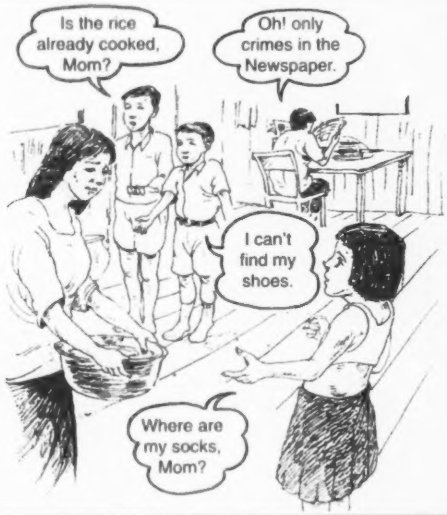
But she could not reach her dream because of her parents' words...

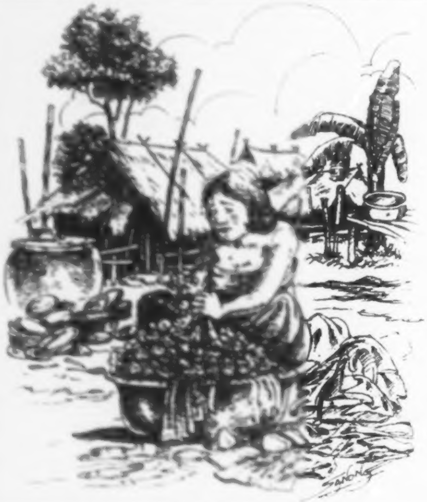

I'm very lucky to have such a diligent wife like you.

Wanpen's new life is starting. When she gets married, she intends to be a good wife. She wants to please her husband by cooking for him, keeping the house clean, doing dishes, and washing clothes. She wants to manage everything in the house... and she can do it.

Time passes, Somporn takes his wife to another area. From a small family, with a husband and wife, now it becomes bigger with 3 other family members, 2 sons and 1 daughter.

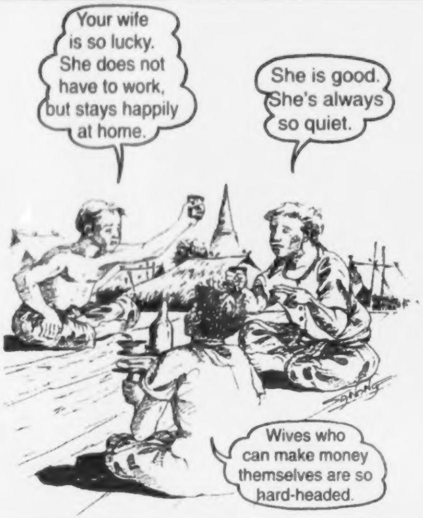
Now Wanpen's days have changed.


Is the rice already cooked, Mom?
Oh! only crimes in the Newspaper.
I can't find my shoes.
Where are my socks, Mom?



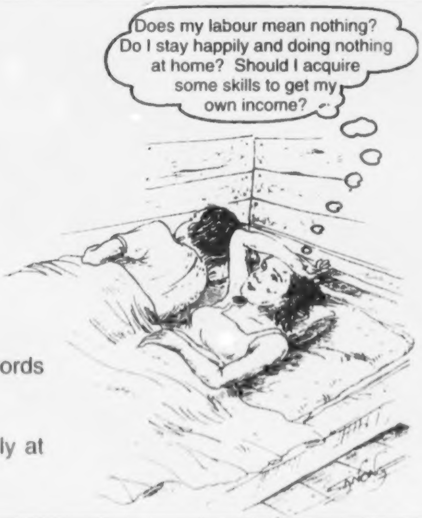
Wanpen works all day. She starts working early in the morning when the others are sleeping. She prepares food for everybody, takes care of clothes and some other things until everybody leaves for school. Then she washes clothes, and dishes, cleans the house and sweeps the surrounding area.

She works like a machine. If anybody from Ban Tung meets her, could they remember her?


Your wife is so lucky. She does not have to work, but stays happily at home.
She is good. She's always so quiet.
Wives who can make money themselves are so hard-headed.
SANONG

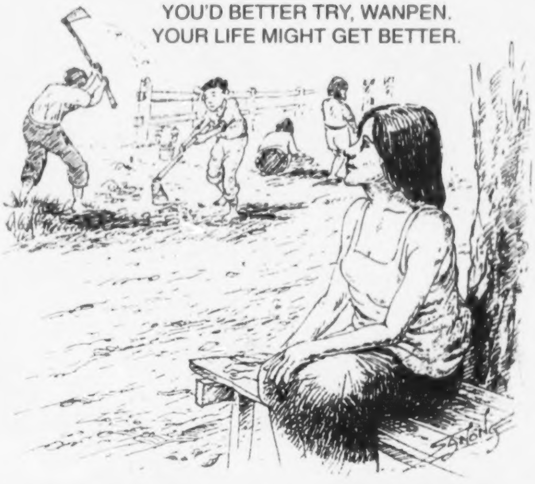
During this time, Somporn often joins social activities. Sometimes he comes back late at night. Sometimes he brings his friends to eat and drink at home and that means Wanpen has double work to do... like today...

Worse than that, when they get drunk they are not careful with their words.


Does my labour mean nothing? Do I stay happily and doing nothing at home? Should I acquire some skills to get my own income?
SANONG

That night Wanpen thinks hard. Some words are still in her head...

"Your wife is so lucky. She stays happily at home." "Good for being so quiet."


YOU'D BETTER TRY, WANPEN. YOUR LIFE MIGHT GET BETTER.
SANONG

Wanpen thinks hard. It reminds her of her old dream. She still wants to acquire some skills. She wants to have her own income so that she can manage it. She wants to have time for herself. Can this come true? How will her husband and children help her? How can she manage this matter?

EXERCISE:

Answer the following questions:

1) Do you agree with Wanpen's father that "Girls do not have to study more?" Why?

2) Do you think Wanpen is a smart wife? Why?

3) Do you think wives should have some skills and have their own income? Why?

4) Please help Wanpen figure out how to share household work with her family members. e.g.

Oldest son (13 yrs.)

Second son (10 yrs.)

Youngest daughter (6 yrs.)

Husband

Make up sentences using the following words:

1) share ______________________________

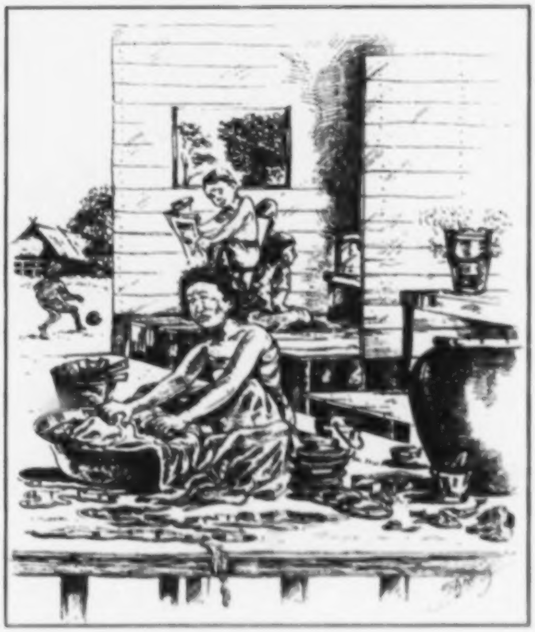
2) manage ______________________________

3) help ______________________________

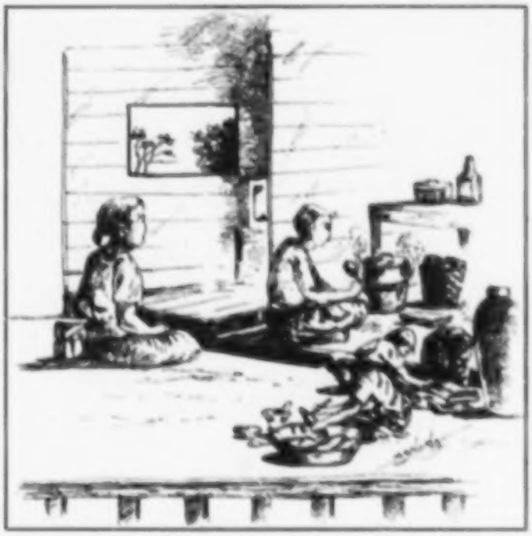
4) double work ______________________________

5) hard-headed ______________________________

POSTER-1

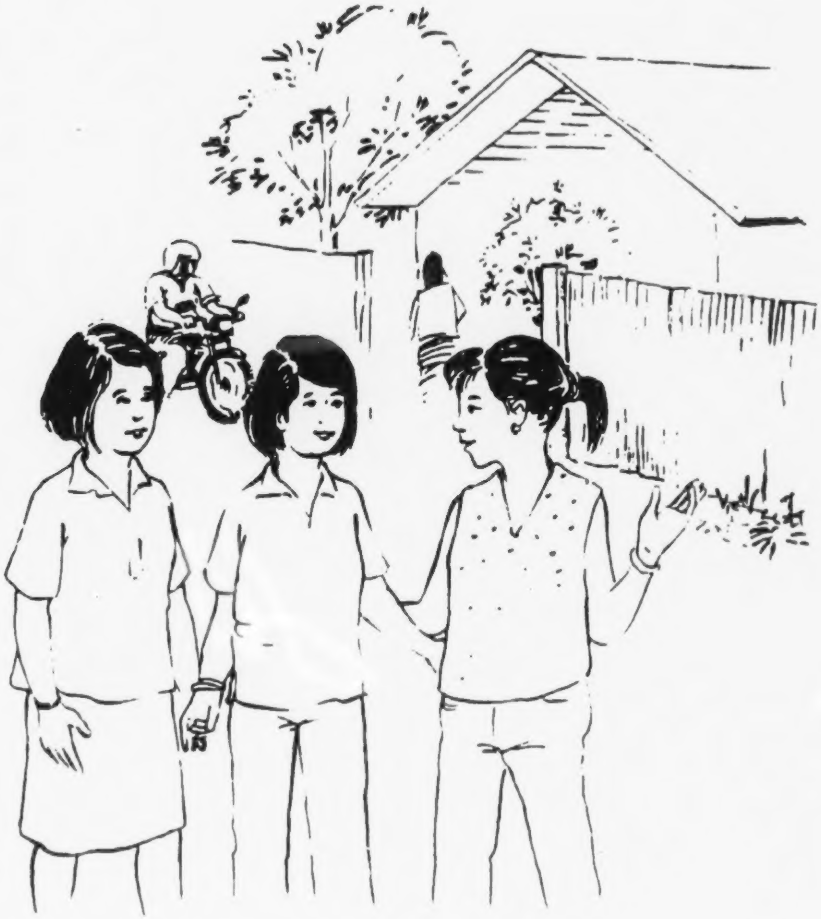


POSTER-2

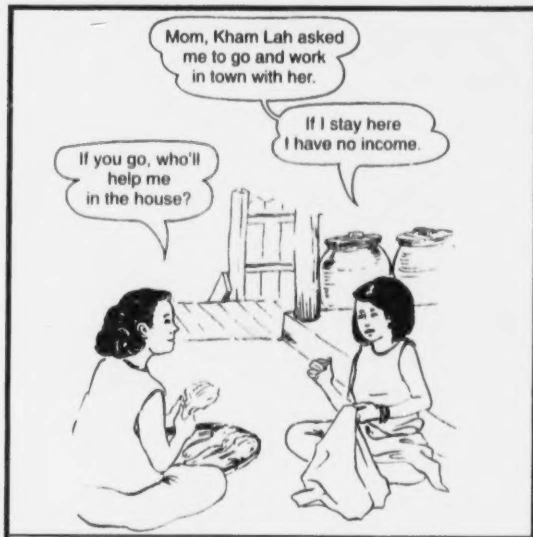


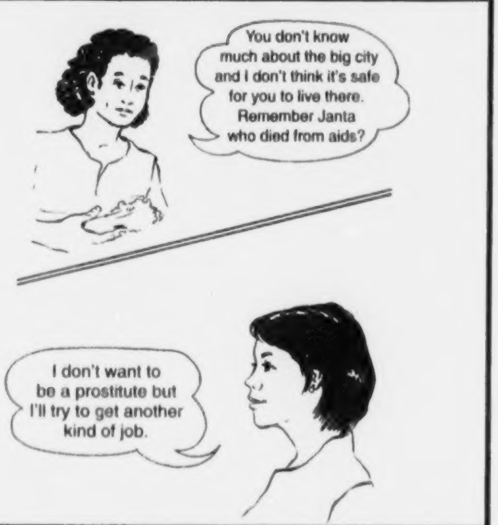
Title **Home Sweet Home**

Objective *To show how migration and urbanization have affected the status of women and girls*

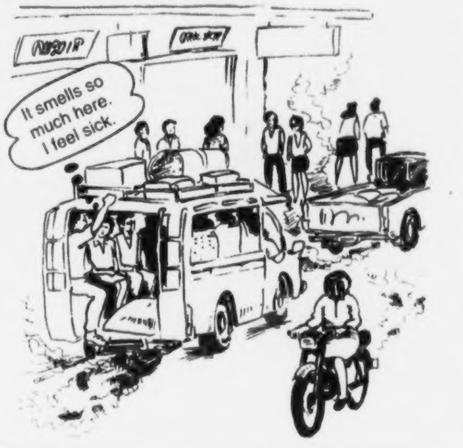


Reprinted from Home sweet home: a booklet developed at the UNESCO Writing Workshop for Women with Limited Reading Skills (Chiangrai, Thailand, 1-16 October 1990) Bangkok, UNESCO, 1991, p. 1-13

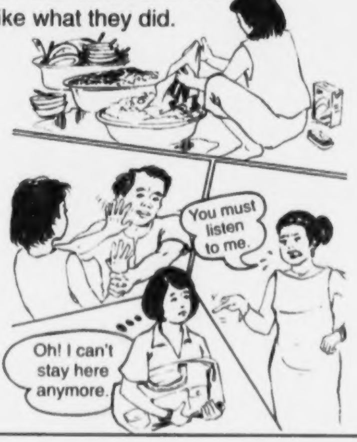

Mom, Kham Lah asked me to go and work in town with her.
If I stay here I have no income.
If you go, who'll help me in the house?


You don't know much about the big city and I don't think it's safe for you to live there. Remember Janta who died from aids?
I don't want to be a prostitute but I'll try to get another kind of job.

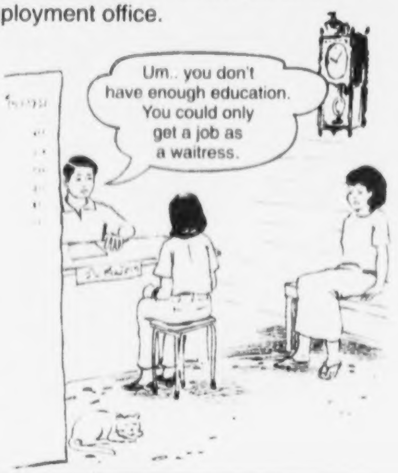
Noi was glad to escape from her village and her home.


It smells so much here. I feel sick.

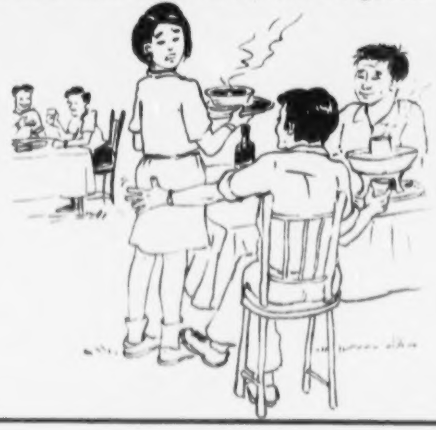
Noi got a job as a housekeeper. She worked hard. But her boss and his son kept touching her. She was afraid and she didn't like what they did.


You must listen to me.
Oh! I can't stay here anymore.

Noi went to look for a new job at the employment office.


Um.. you don't have enough education. You could only get a job as a waitress.

Noi worked as a waitress in a restaurant, but this was terrible. The drunkards kept bothering her. Her boss forced her to sleep with the guests.



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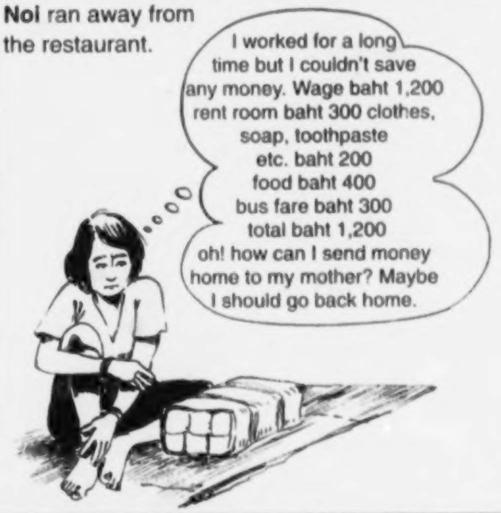
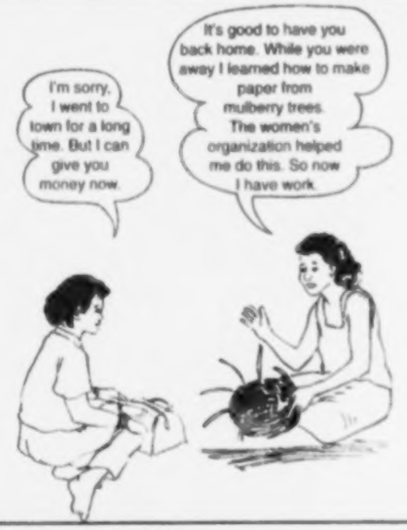
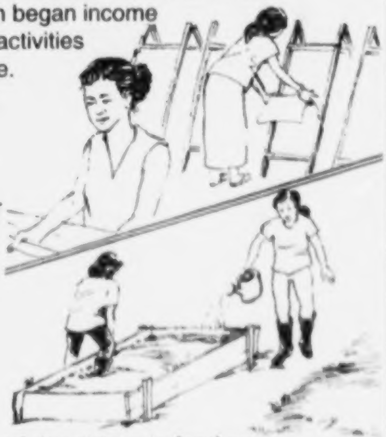
Noi ran away from the restaurant.


I worked for a long time but I couldn't save any money. Wage baht 1,200 rent room baht 300 clothes, soap, toothpaste etc. baht 200 food baht 400 bus fare baht 300 total baht 1,200 oh! how can I send money home to my mother? Maybe I should go back home.

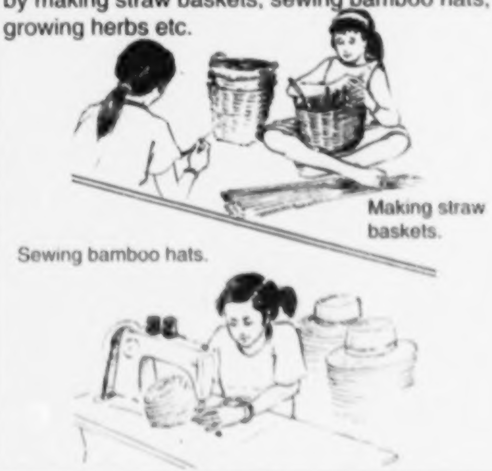

I'm sorry, I went to town for a long time. But I can give you money now.
It's good to have you back home. While you were away I learned how to make paper from mulberry trees. The women's organization helped me do this. So now I have work.

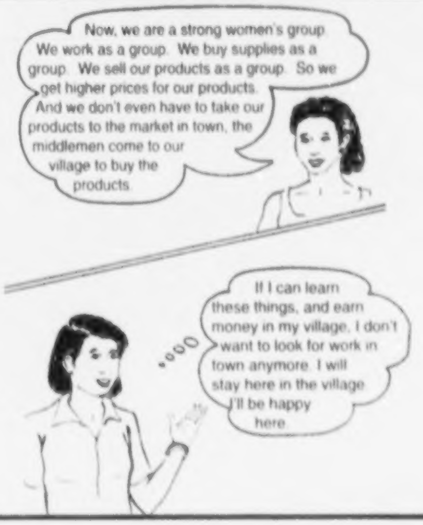
After the harvest season; the women's organization began income generating activities in the village. The village women learned how to make paper from mulberry trees.



They've used rice straws to feed cows. They planted mushrooms and made manure.

In their leisure time, some women earned money by making straw baskets, sewing bamboo hats, growing herbs etc.


Making straw baskets.
Sewing bamboo hats.


Now, we are a strong women's group We work as a group. We buy supplies as a group. We sell our products as a group. So we get higher prices for our products. And we don't even have to take our products to the market in town, the middlemen come to our village to buy the products.
If I can learn these things, and earn money in my village, I don't want to look for work in town anymore. I will stay here in the village I'll be happy here.

TALK ABOUT THESE QUESTIONS

1. What are the good things about living:–
   a) in town?
   b) in the village?
2. What are the bad things?
3. Why do young women leave their villages?
4. What would happen if everyone left the village to live in town?

Title The Family: An Open Debate

Objective

1) *To discuss and analyse everyday occurrences in the family that do not always contribute to the well-being of the individual or family*
2) *To recognize different kinds of relations between family members by distinguishing attitudes that contribute to integral growth of family*

How?

- The teacher prepares a set of cards and writes a phrase on each one that alludes to family situations with some connotation of sexual discrimination or stereotyping of male and female roles.
- The teacher shuffles the cards, picks one at random and reads it aloud.
- The students voice their opinions. Those that agree with the statement form a separate group from those that disagree.
- The debate begins: members from both groups express their viewpoints while the teacher acts as moderator.
- Once the discussion is over, another card is picked and read out loud. This procedure is repeated until all of the ideas on the cards have been used.
- The teacher summarizes the main points of the discussion and may add that discrimination towards any member of the family on the basis of sex, age or any other reason is a source of discomfort and resentment.

For what?

So that boys and girls will be able to...

- recognize different kinds of relations between family members by distinguishing attitudes that contribute to the integral growth, well-being and happiness of the group from those that favour discomfort, resentment and disaffection.
- clarify certain personal positions that result from custom, obscurantist tradition and cultural prejudices.
- learn to defend their opinions without fear, violence or evasion of the conflict.
- **and...**

With what?

- ✓ Thin cardboard cards approximately the size of playing cards.
- ✓ Phrases on pages 24 and 25.
- ✓ Respect, conviction and listening power.
- ✓ Everyone's participation.

Excerpted from: Population education and stereotyped male and female roles is first and second cycle basic education teaching guide. Caracas, Venezuela, UNESCO Population Education Regional Programme, 1986. 58 p.

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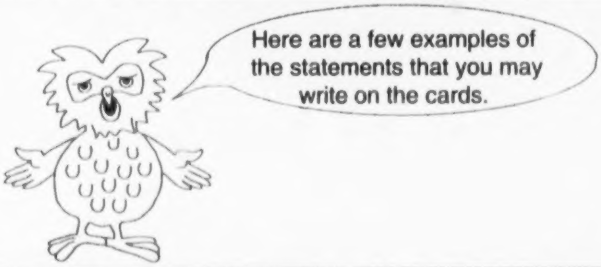

Here are a few examples of the statements that you may write on the cards.

The only authority in the family is the father.

The opinions of all family members should be taken into account.

Cuddling children makes them nasty and squeamish.

Children should help with household chores for which they are physically and mentally fit.

Housework is the sole responsibility of the mother.

Children should receive love, attention and care from their mother.

Men and boys should share household chores with women and girls.

Family decisions should be made by all of its members.

And still a few more...

Children must listen and obey.

A loving wife is quiet and submissive.

Boys should be dealt with harshly so that they will become true men.

If there are only girls in the family, all efforts should be made to have a boy. Otherwise, the family will be incomplete.

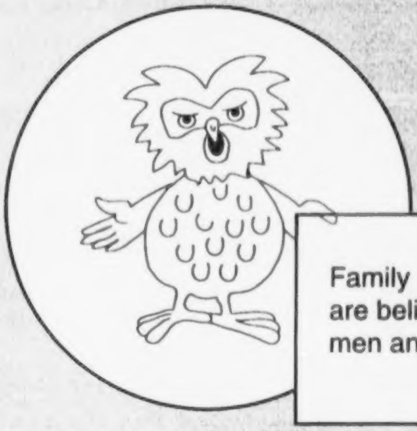
Sons should be encouraged to venture into the world; whether they do well or not doesn't matter; what really counts is for them to toughen up and become men.

Daughters should be encouraged to venture into the world; whether they do well or not doesn't matter; what really counts is for them to toughen up and become women.

Children should understand their parents.

The only obligation that parents have is to clothe, feed and send their children to school.

Etc., etc.



Family relations based on stereotypes are belittling and impoverishing for both men and women.

Sexual stereotypes damage self-esteem.

False ideas regarding the duties and functions of one sex or the other create an atmosphere that is not conducive to communication and responsible decision-making.

The fact that we are persons makes human beings valuable. Race, religion, political ideals, age or economic status do not matter; all human beings are equally valuable as people. Sex isn't important either. Men and women have the same rights.

Respect, solidarity, equality and love in interpersonal relationships (with friends and between parents and children, couples, students and teachers) help us grow as people and develop a sense of responsibility towards others.